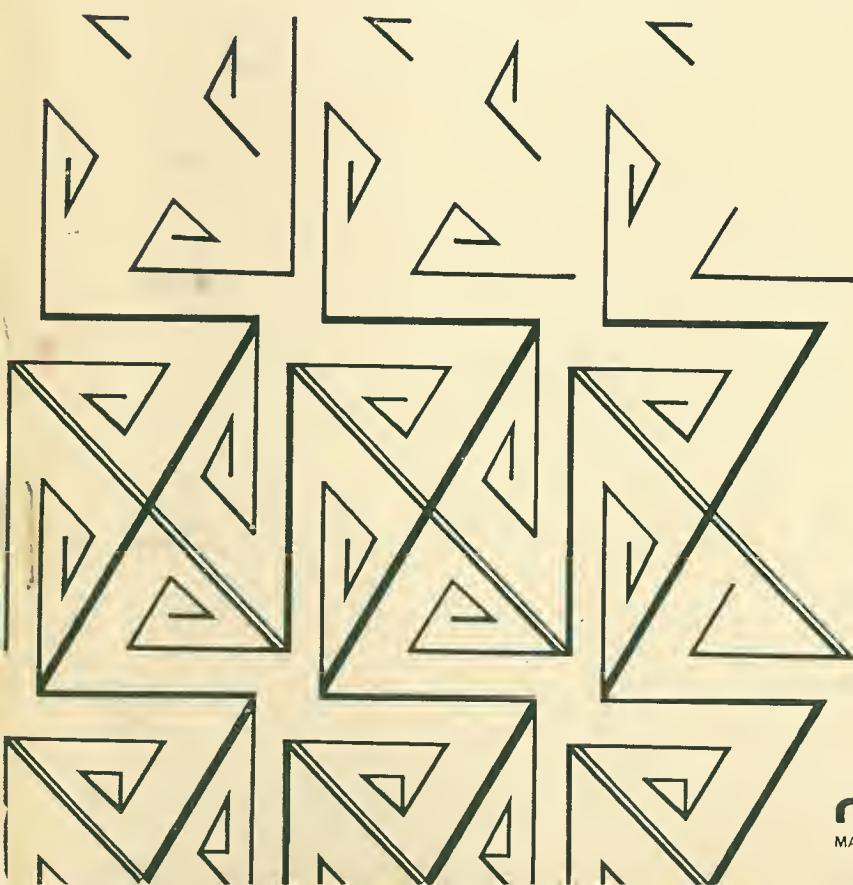


# THE GRADUATE BULLETIN

1978-1980



**mansfield**  
MANSFIELD STATE COLLEGE

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# **The Graduate Bulletin**

**1978 - 80**

**Mansfield State College**

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Mansfield State College is accredited by The Middle States Association of Colleges and Secondary Schools and by The National Association of Schools of Music.

Responsibility rests with the student to familiarize himself with the policies, procedures and regulations in this catalog and to insure that all requirements which are applicable to him are satisfied according to schedule.

## **MANSFIELD STATE COLLEGE**

### **THE COLLEGE**

The goal of Mansfield State College is to provide each student the richest possible educational experience. At Mansfield, we believe education encompasses all those events which form an individual's attitudes and beliefs. Historically, the college has emphasized both the worth of the individual and the need to respond to social and academic change. The college today has committed itself to the development of new and innovative delivery systems, both on and off campus, for selected master's and post-master's degree programs meeting the needs of the region and Commonwealth.

Mansfield State College has discarded the concept of "terminal education." We believe that education never ends. Accordingly, our curricula are designed to enable each individual to prepare for new vocational opportunities, to investigate major areas in depth, to enjoy cultural enrichment, and to acquire the background necessary for leading a fulfilling life.

Mansfield State College welcomes qualified students, faculty and staff from all religious, national, racial and socio-economic backgrounds.

It is the belief of the trustees, faculty and administrators of Mansfield State College that the quality of vision apparent in the college's programs and planning ensure the college's continued pursuit of the highest educational ideals.

### **THE COMMUNITY**

The Borough of Mansfield is located in the heart of Pennsylvania's beautiful Northern Tier. The town's pleasant streets are lined with a harmonious mixture of well-kept traditional homes, modern homes and apartment complexes.

The region, hilly and forested, is noted for unexcelled outdoor recreational opportunities. The campus lies near Denton Hill State Park, Hills Creek Lake State Park and the Grand Canyon of Pennsylvania.

Situated at the junction of U.S. Routes 6 and 15, Mansfield is about 35 miles from the Chemung County (N.Y.) Airport, and 20 miles from the Grand Canyon State Airport outside Wellsboro (Pa.). Elmira and Corning (N.Y.) and Williamsport (Pa.) are all within convenient distance.

## THE GRADUATE DIVISION

On December 21, 1965, the State Council of Education of the Commonwealth of Pennsylvania authorized Mansfield State College to inaugurate a program of graduate studies and to confer the Master of Education degree. The program was initiated with the opening of the regular summer session in 1966.

Programs of study are offered in the following areas:

### **Master of Arts (M.A.)**

- English
- Community Psychology
- History
- Music

### **Master of Science (M.S.)**

- Education
- Music
- Home Economics Education
- Special Education-Exceptional Persons

### **Master of Education (M.ED.)**

- Art
- Elementary Education
- English
- Mathematics
- Music
- Special Education
- Social Studies

### **State Certification**

- Reading Specialist
- Social Restoration

For further information contact:

Graduate Studies Office  
109 Alumni Hall  
Mansfield State College  
Mansfield, Pennsylvania 16933  
Telephone: 717-662-4478

## ACADEMIC CALENDAR

### FALL SEMESTER - 1978

Registration . . . . .	September 1
Classes Begin . . . . .	September 5
Thanksgiving Break . . . . .	November 23 - 26
Deadline: Thesis, Research Project, Creative Project. . . . .	December 13
Special Class Schedule/Final Exams . . . . .	December 16 - 20

### SPRING SEMESTER - 1979

Registration . . . . .	January 22
Classes Begin . . . . .	January 23
Spring Break. . . . .	April 7 - 16
Deadline: Thesis, Research Project, Creative Project. . . . .	May 10
Special Class Schedule/Final Exams . . . . .	May 14 - 17
Commencement . . . . .	May 19

### SUMMER SESSIONS - 1979

Registration, Classes Begin . . . . .	June 11
Deadline: Thesis, Research Project, Creative Project. . . . .	June 22
Last Day of Classes/Final Exams . . . . .	June 29

Registration, Classes Begin . . . . .	July 2
Deadline: Thesis, Research Project, Creative Project. . . . .	August 3
Last Day of Classes/Final Exams . . . . .	August 10

### FALL SEMESTER - 1979

Registration . . . . .	September 4
Classes Begin . . . . .	September 5
Thanksgiving Break . . . . .	November 21 - 25
Deadline: Thesis, Research Project, Creative Project. . . . .	December 12
Special Class Schedule/Final Exams . . . . .	December 15 - 19

### SPRING SEMESTER - 1980

Registration . . . . .	January 22
Classes Begin . . . . .	January 23
Spring Break. . . . .	March 28 - April 8
Deadline: Thesis, Research Project, Creative Project. . . . .	May 7
Special Class Schedule/Final Exams . . . . .	May 10 - 14
Commencement . . . . .	May 17

## **ACADEMIC REGULATIONS**

### **REQUIREMENTS FOR ADMISSION TO GRADUATE STUDY**

1. Each applicant must present a Bachelor's degree from a college or university accredited by the National Council for Accreditation of Teacher Education, or the Middle States Association of Colleges and Secondary Schools (or the appropriate regional accrediting agency.)
2. Each applicant for one of the degrees in music must present evidence of musical maturity in a formal audition before appropriate faculty of the Music Department.
3. Courses taken in a non-degree status may be applicable to a degree program. Decisions on acceptance of such courses to satisfy degree requirements will be based upon evaluations of the academic grades earned in those courses.

### **ADMISSION OF UNDERGRADUATE STUDENTS**

An undergraduate student at Mansfield State College may be admitted to the Graduate Division if he or she satisfies the requirements for admission with full graduate standing, except for having the Bachelor's degree, and if he or she is within 12 semester hours of having satisfied all of the requirements for the Bachelor's degree. The total load of courses, undergraduate and graduate, may not exceed 15 credits. In no case will graduate credit actually be awarded until the Bachelor's degree has been conferred. Admission under these conditions will be in conditional status.

### **PROCEDURES FOR ADMISSION TO GRADUATE PROGRAMS**

- A. Each applicant will file with the Dean of Graduate Studies an application for admission to graduate study. Application forms may be obtained by writing to the Dean of Graduate Studies.
- B. At the time a student begins graduate work at Mansfield State College, the student should consider the possibility of applying courses toward a Master's degree.
  1. The applicant should notify institutions at which he or she has taken undergraduate work to send an official transcript directly to the Dean of Graduate Studies at Mansfield State College. It is not necessary to request transcripts of work taken at Mansfield.

2. The applicant should consult with his or her major department regarding possible course prerequisites.
3. The applicant should consult with his or her major department to insure that he or she can remove any deficiencies prior to the time of application for admission to candidacy.
4. A student may need departmental approval or the consent of an instructor before he or she can enroll in certain courses.
5. Departments recommend that a student enroll for the introductory 500 course as early as possible.
6. As early as possible in graduate study, preferably within the first six hours of work, a student should take any tests required by the department for degree candidacy. The department will utilize these scores in assisting the student in planning future graduate studies at Mansfield State College.

## **ADMISSION TO DEGREE CANDIDACY**

### **GENERAL GRADUATE DIVISION CANDIDACY REQUIREMENTS**

1. The applicant shall file with the Dean of Graduate Studies an official application for admission to candidacy.
2. An application fee of \$10.00 payable to the Commonwealth of Pennsylvania must accompany the candidacy application. (This does not apply to those students who paid an application fee of \$10.00 upon entering graduate study at Mansfield.) This fee is not refundable and is not credited toward course fees.
3. The applicant must apply for degree candidacy prior to the completion of 15 graduate credits at Mansfield. The introductory 500 course and one additional required course in the major field of concentration should be completed prior to application for candidacy. A maximum of 15 credits of approved off-campus Mansfield State College graduate work may be included. Credit by examination may not be applied toward degree candidacy.
4. The applicant shall have maintained a grade point average of not less than 3.0 in all graduate courses.

5. In addition to the applicant's record in graduate courses taken at Mansfield State College and scores from departmentally approved standardized tests, the department will also consider the applicant's undergraduate record and his or her record in the area of specialization at the undergraduate level. Individual departments may use additional evaluative instruments designed to evaluate the applicant's knowledge and general competency in the area of specialization.
6. Any deficiencies identified by the student's major department must be removed by the student prior to admission to candidacy.
7. Application for degree candidacy must be accompanied by a statement indicating that a program of studies has been planned for the student showing a purposeful direction in course selection. This statement should bear three signatures: student, adviser and chairperson.
8. If a proposed degree program is to include course work to be transferred from other graduate schools, the applicant must request an official transcript of such work to be sent directly to the Dean of Graduate Studies.
9. Admission to candidacy requires the approval of the major department and the Dean of Graduate Studies acting on behalf of the Graduate Council. Should a question arise concerning an applicant for candidacy, the matter will be referred to the Graduate Council for future review and final action. Minimum satisfaction of quantitative requirements does not guarantee approval of the candidacy application.
10. Information concerning specific program candidacy requirements may be attained from the Graduate Division Office or the major department.

## **PROGRAM GUIDELINES**

The Master's degree will be granted only upon:

1. unqualified admission to candidacy for a specified degree.
2. completion of a graduate program of study totaling not fewer than 30 semester hours of credit in the thesis program or not fewer than 33 semester hours of credit in the non-thesis program, including courses prescribed in the applicable curriculum and courses specified in the program of study developed by the student's advisory committee. The student may find it necessary to earn more than the minimum number of credits before he or she will be considered ready for the degree. Mansfield State College is not committed to grant a degree upon the completion of 30-33 credits.
3. completion of a foreign language requirement, if required by a department.
4. submission and approval of the thesis, research project or creative project, or presentation of a graduate recital in the 30-credit program.
5. completion of all graduate courses with a grade of "C" or better and with a total quality point average of 3.0 (B) or better.
6. satisfactory performance on written and/or oral examinations conducted by the student's advisory committee. The department is given complete latitude in determining final examination requirements.

## **COURSE LOAD**

During the summer session, a graduate student may earn a maximum of 12 credits. This includes graduate credit as well as credit earned in undergraduate courses necessary for the removal of deficiencies. Maximum load during the regular academic year is 15 credits each semester.

## **ACADEMIC CALENDAR**

The official calendar for the Graduate Program lists the class meeting date for each session. This calendar is distributed to faculty and posted on official bulletin boards every semester.

## TIME LIMIT

All requirements for the Master's degree must be completed within a five-year period immediately preceding the date on which the degree is to be conferred. In very unusual circumstances, this period of time may be extended. If an extension of time is desired, written application should be made to the Dean of Graduate Studies.

## RESIDENCE REQUIREMENTS

A maximum of twelve graduate credits will be allowed as transfer credit from other graduate schools. The remaining credits must be earned at Mansfield State College. The final six credits in any program must be completed at Mansfield.

## SCHOLARSHIP REQUIREMENTS

The college uses letter grades (A,B,C,D,F,I,W) in graduate courses. Only credit earned in courses in which the grade received was "A", "B", or "C" will be accepted for the Master's degree. Although credit will be accepted for courses in which a grade of "C" is earned, a cumulative quality point average of 3.0 (B) or better must be maintained in all graduate work.

Course work must be completed by the final meeting of each course. An incomplete grade (I) will be issued only when the work is interrupted because of personal illness, accident, death in the family, or other justifying circumstances. Under such conditions, the "I" grade must be removed before the completion of the following academic semester or it will automatically become an "F" unless an extension has been approved by the Dean of Graduate Studies for exceptional reasons. Course work unfinished at the end of a semester because of negligence by a student will result in an "F."

"W" indicates withdrawal from a course the student was passing at the time of withdrawal. Permission of the Dean of Graduate Studies must be obtained to withdraw and receive a "W."

## CONTINUING EDUCATION – TRANSFER OF CREDIT

The student may request that a total of 15 credits of Mansfield State College off-campus graduate work or 12 credits earned at another accredited graduate school be accepted in partial fulfillment of degree requirements. Transfer credit will be accepted only (1) when earned in courses appropriate to the curriculum which the student is pursuing at Mansfield State College, (2) when a grade of "B" or better was received as verified by an official transcript and (3) when the credits earned fall within

the five-year period established for the completion of all degree requirements. Work already applied toward another degree cannot be accepted, nor will extension work completed at another institution be accepted.

Students who have been accepted as degree candidates at Mansfield State College and who wish to enroll in graduate courses at other approved colleges or universities for transfer credit must receive prior written approval from the Dean of Graduate Studies in order to insure that such transfer credit will be accepted.

## **RESEARCH OPTIONS**

Each candidate for the Master of Education degree is required to complete the 500 course Methods and Materials of Research in his or her area of specialization. The candidate who elects the 30 semester-hour thesis program at Mansfield must also satisfy an additional research requirement as established by the Graduate Council. This requirement is essentially that the candidate must conduct an independent study related to his major field and report on this study with a written thesis or research project, recital or creative project in the form of a musical composition or transcription. Formal approval of a proposal may not be obtained until the student has been accepted as a degree candidate.

### **THESIS - 6 Credits**

The thesis is a scholarly investigation of a significant problem in the student's field of specialization. The study is pertinent to the student's interest and professional ambition and is conducted in accordance with established standards of research under the guidance of an appointed faculty adviser. It is characterized by independent work in depth. It may be a written report of exhaustive research to support or refute a belief or hypothesis; to solve a complex professional problem; or to make an extended analysis of historical, descriptive or experimental study; or it may be a creative work produced as a result of exhaustive research.

### **RESEARCH PROJECT - 3 Credits**

The research project, although less extensive than the thesis, must give satisfactory evidence of the student's ability to select a suitable topic for individual research, to identify and follow appropriate research procedures in the acquisition and analysis of pertinent information, and to follow accepted standards in the preparation of a written report of the study. The research project may be concerned with the solution of a problem related to the student's major field of study or to his or her work in the field; it may be the study of a specific operation in a specific setting; or it may be accomplished by a survey of the literature on a specific problem.

## **RECITAL - 2 Credits**

A formal recital may be given in the student's major performing medium with the approval and under the guidance of a private teacher. All music performed in the recital must have been learned subsequent to matriculation for the graduate degree. The student should secure recital approval as soon as he or she has been admitted to candidacy, but the actual performance of the recital should occur during the final six credits of the graduate program. The recital will normally be presented by memory. The recital program must be approved by the Graduate Faculty of the Music Department. One month before the actual recital is to be given, the candidate must have the approval of a jury before the public performance can be authorized.

## **CREATIVE PROJECT - 2 Credits**

The creative project may take the form of (1) a musical composition or (2) a transcription of major work. Only a student who has had a strong undergraduate background in music theory and some experience in composition should elect a project in composition. A creative project in transcription will consist of transcribing a work of major proportions for another medium, e.g., a piano composition may be transcribed for band or orchestra, an orchestral work for band, etc.

## **THESIS REQUIREMENTS FOR THE MASTER'S DEGREE**

1. The 500 course in each department is an introduction to graduate study in that discipline and is designed to familiarize students with the various methods and tools which will be used in subsequent course work and research.
2. The student should discuss his proposed research with his or her department chairperson who will appoint a research adviser. The student, with the approval of the adviser, should decide on a research project, thesis, recital or creative project. Formal approval of the topic may not be obtained until the student has been accepted as a degree candidate.
3. The student must submit the research proposal to his or her adviser and secure formal approval of the proposal. A research project or creative project proposal requires the approval of the adviser and the Dean of Graduate Studies. A thesis or recital proposal requires the approval of the committee and the Dean of Graduate Studies. A thesis or recital committee will normally consist of the adviser, the chairperson of the major department and at least one other faculty member.

4. After securing formal approval of the research proposal, the student should conduct the investigation and begin writing the report as soon as possible. In most cases the approval of the research proposal will expire after two years. The student should keep the adviser and the Dean of Graduate Studies informed on the progress of the study.
5. The student should submit the final draft of a thesis, research project report or creative project report as early as possible, and not later than the deadline date listed in the official calendar in this bulletin. The final draft should be typed and be as free of errors as possible. Only minor corrections will be permitted after the deadline date. If a major revision is needed, the student will be required to postpone graduation. When the final draft has been approved, the student will be given instructions for preparing the final copies of the project report or thesis. A thesis, project or recital must be approved by examiners recommended by the department and appointed by the Dean of Graduate Studies.
6. The student will take an oral examination on the research study.
7. Three bound copies of the thesis, research project report or creative project report must be submitted to the Graduate Office no later than one week prior to commencement. One copy will be retained by the Graduate Office and the remaining copies will be given to the College Library and the major department.
8. The style and form of all drafts must conform to the style manual and additional instructions adopted by the Graduate Division and the academic department. Additional instructions are outlined in the **Bulletin on Research Procedures and Guide for the Completion of the Research Requirements** which may be obtained from the Graduate Office.
9. Duplicate copies of the research proposal and drafts of a thesis or project report should be retained by the student. The Graduate Division cannot accept responsibility for the loss of such materials.
10. Final credit for a thesis or project will be withheld and a grade of "I" recorded until all materials have been submitted and accepted by the Graduate Office.

## **GENERAL REGULATIONS GOVERNING FOREIGN LANGUAGE REQUIREMENTS**

A knowledge of an appropriate foreign language is required for the degree in certain graduate programs to insure both scholarly grasp of the major field of study and the ability to conduct thorough research while remaining abreast of new developments. The requirement calls for a reading knowledge in the language, which means a basic knowledge of the vocabulary and usage of the field or discipline.

A student whose program includes a foreign language requirement may satisfy the requirement at any time prior to his or her completion of the final examination for the graduate degree by passing the Graduate Student Foreign Language Test (GSFLT) with a score acceptable to the department offering the degree.

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### **FOREIGN STUDENTS**

Graduates of foreign colleges and universities who believe that they have completed the equivalent of at least an American Bachelor's degree are invited to apply for admission and for graduate assistantships. Foreign applicants should enclose with the official application form original documents, or official certified copies, indicating the nature and scope of their educational programs.

A student whose native language is not English must submit a report of the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service. Since the test scores are an important part of the application, the report should reach the Graduate Division Office at least three months prior to the time the student wishes to begin his graduate study. Information about testing dates and an application form may be obtained by writing to TOEFL, Educational Testing Service, Princeton, New Jersey, 08540.

### **COURSE ADDITIONS – WITHDRAWALS**

A student may add a graduate course during the first two weeks of an academic semester or the first week of a summer session. A student may withdraw from a course prior to the completion of one-third of the scheduled class periods with no academic penalty.

When a student finds it necessary to withdraw from a course, he or she must file with the Dean of Graduate Studies an official withdrawal form which may be secured from the Graduate Office. Failure to file this form will constitute an unapproved withdrawal and will result in a grade of "F." Except in very special cases, a student must repeat a course in its entirety if he or she takes it again.

A student withdrawing from a course after completion of one-third of the scheduled class periods will automatically receive an "F." If withdrawal is caused by a health condition or other emergency, the grade may be recorded as incomplete and made up if a written agreement is signed by the instructor, student and Dean of Graduate Studies.

## **GRADUATION**

The student is responsible for submitting a formal written application for graduation and for fulfilling all requirements for the degree as outlined in this bulletin.

The student must also check with the Graduate Office at least three months before the date of anticipated graduation. The Graduate Office prepares a list of prospective graduates several months before each commencement. The student is responsible for seeing that his or her name is included on the graduation list and for indicating the way his or her name should appear on the diploma.

## **FINANCIAL REGULATIONS**

### **Schedule of Fees**

(Subject to change without notice)

**Application Fee . . . . .** \$10.00  
(Payable to the Commonwealth of Pennsylvania at time of application for admission to degree candidacy. Not refundable or applicable to graduate tuition.)

### **Graduate Tuition Fee**

<b>Full-time (9-15 credits) . . . . .</b>	\$475.00
<b>Part-time (1-8 credits) . . . . .</b>	\$51.00

(per credit hour)

### **Community Building Fee**

<b>1-6 credits . . . . .</b>	\$2.50
<b>7-11 credits . . . . .</b>	\$5.00
<b>12 or more credits . . . . .</b>	\$10.00

**Graduate Degree Fee . . . . .** \$5.00

**Late Registration or Late Payment Fee . . . . .** \$10.00

**Vehicle Registration and Campus Parking. . . . .** \$1.00  
(per year)

**Common Damage Fee . . . . .** \$2.00  
(per semester)

Use of the College Dormitory and Dining facilities is available at the prevailing rate.

### **Student Activity Fee**

(Payable to College Community Services, Inc. (per semester)

<b>Part-time (1-8 credits) . . . . .</b>	\$20.00 (optional)
<b>Full-time (9 or more credits) . . . . .</b>	\$40.00

### **Music Fees**

(Payable to Commonwealth of Pennsylvania)

Students in the music curriculum are subject to the schedule of fees listed below:

#### **Applied Music**

(Lesson fees are in addition to the \$51.00 or \$75.00 per-semester-hour credit fee.)

Piano, organ, instrument or voice private lessons per credit or semester ..... \$45.00

#### **Rentals**

Any band or orchestra instrument ..... \$8.00  
(Per semester or six-weeks summer term)

Candidates who have been approved for the Master's degree are required to purchase or rent from the College Book Store a Master's cap, gown and hood to be worn at the graduation exercises.

Three bound copies of the Master's thesis, research project report or creative project report must be submitted to the college. The current charge for binding is \$6.90 per copy. Additional copies may be bound for the student at the same charge. Arrangements for binding must be made with the Graduate Office.

### **REFUNDS**

Partial refunds of tuition will be made according to the following schedule only when the student voluntarily withdraws from the college because of personal illness, certified to by an attending physician, or because of such other reasons as may be approved by the Dean of Graduate Studies.

<b>Week</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Regular Semester	80%	80%	70%	60%
Summer Session	Variable with length of session			
<b>Week</b>	<b>5</b>	<b>6</b>	<b>7</b>	
Regular Semester	50%	0	0	
Summer Session	Variable with length of session			

## **MISCELLANEOUS INFORMATION**

### **SCHEDULING OF CLASSES**

Most graduate classes during the regular academic year will be scheduled during late afternoons, evenings and/or Saturdays. The number of classes offered during the regular academic year will vary as enrollment warrants. The calendar and daily time schedule for graduate courses offered during the summer term will be similar to those for undergraduate courses. Graduate students will be able to pursue a full-time graduate study program during the summer.

### **ABSENCES**

The graduate student is expected to attend all classes. It is important that the student notify his or her professor(s) when he or she cannot attend a class. The student is held fully responsible for all course work.

Students absent from examinations for valid reasons should confer with the professor(s) concerned as early as possible in order to make up the examinations.

### **ASSISTANTSHIPS**

A limited number of graduate assistantships is available in many departments to full-time students. The graduate assistant is generally required to contribute approximately 15 hours of service a week in assigned professional activities. The number of assistantships and the stipend may vary from year to year. Graduate assistants have remission of fees. Application for assistantship should be filed by March 15 with the major department for consideration for appointment the following academic year. Further information may be obtained from the Graduate Division Office.

### **PERMANENT CERTIFICATION**

The teacher who is able to profit from graduate work is encouraged to pursue permanent certification in a graduate program in order that it also may be used toward a Master's degree.

## **AUDITORS**

In individual cases, upon recommendation of instructors, the Dean of Graduate Studies may grant permission for graduate students to audit courses. A student who enrolls in a course as an auditor may not repeat the course for credit. A student who enrolls in a course for credit may change his or her status to that of an auditor if he or she makes this request in writing to the Dean of Graduate Studies prior to the sixth meeting of the class.

## **TRANSCRIPTS**

Students who want transcripts of their graduate work at Mansfield may obtain them by writing to the Registrar's Office. There is no charge for the first transcript. A fee of \$1.00 is charged for each additional transcript. Checks should be made payable to the Commonwealth of Pennsylvania and should accompany transcript requests.

## **ADVISORY SYSTEM**

The primary responsibility for advising the student concerning his or her graduate program, prior to admission to candidacy for the Master's degree, rests with the Dean of Graduate Studies and the chairperson or designated representative of the department of the student's field of specialization. The student must assume responsibility, however, for knowing the curriculum requirements and for seeing that these requirements are met.

When a student is accepted as a candidate for the Master's degree, he or she will be assigned or may choose a member of the graduate faculty in the area of specialization as his or her program adviser. This faculty member will be responsible for advisement concerning the student's program for the Master's degree.

## **PLACEMENT**

Mansfield State College provides placement services for its graduates. The services are available without charge to students who have completed an undergraduate degree at Mansfield and to candidates for the Master's degree. Graduate students who wish to make use of the services of the Placement Office should contact that office.

## ART

The Master of Education program in art education is designed to provide a flexible selection of experiences which will meet the needs of individual art teachers. The student may select experiences/courses according to his or her specific interests. Each candidate will complete the six credits required in Materials and Methods of Research and Current Trends in Art Education (I.A.) Three credits are required from the Foundation of Education courses (I.B.) The student may select six additional credits from eight courses relating to education, art education at various grade levels, administration of art programs, aesthetic theory application, and art and the special child (I.C.)

In preparation for teaching as an artist-teacher, the student takes 9 to 15 credits selected from studio art and art history courses. After advisement, the student may elect six credits in an allied field in partial fulfillment of this requirement (II. A B C.)

The candidate for the M.Ed. in art education degree must complete a minimum of 30 credits of approved study which includes six credits awarded upon completion of the thesis. The candidate may elect to complete a research study instead of the thesis but must then complete 33 credits for graduation (III.)

## M. ED. in ART EDUCATION

30 credits Thesis Program - 33 credits Non-Thesis

I. Basic Requirements	Credits
A. 6 credits required	
ED 500 Materials & Methods of Research	3
Art E 536 Current Trends in Art Education	3
B. 3 credits required	
ED 531 Social Foundations of Education	3
ED 532 Historical Foundations of Education	3
ED 533 Philosophical Foundations of Education	3
C. Minimum of 6 credits required	
Art E 531 Art Ed. in the Elementary Curriculum	3
Art E 532 Art Ed. in the Secondary Curriculum	3
Art E 533 Administration & Supervision in Art Education	3
Art E 534 Applications of Aesthetic Theory	3
Art E 535 Art & the Exceptional Child	3

**II. 9-15 Credits from A, B and/or C - also from I-C**

A. Art Studio - Maximum of 9 credits in any one of the following:

Art 510 Drawing	3
Art 511 Painting	3
Art 512 Crafts	3
Art 513 Waterbase Media	3
Art 514 Graphics	3
Art 515 Ceramics	3
Art 516 Metal Craft	3
Art 517 Fibers	3
Art 518 Photography	3
Art 519 Sculpture	3

B. Art History

Art H 501 Cultural Origins of the West	3
Art H 502 Art of the Far East	3
Art H 503 European Art of the 15th & 16th Century	3
Art H 504 Major Trends in Art of the 18th & 19th Century	3
Art H 505 Major Trends in Modern Art	3
Art H 506 History of American Indian/African American Art	3

C. Allied Electives

A maximum of 6 credits may be elected in graduate courses outside the field of specialization. Final selection of courses will be determined in consultation with the student's adviser.

**III. Thesis or Research, 3 or 6 credits required**

Art E 598 Research	3
Art E 599 Thesis	6

## COURSE DESCRIPTIONS

### **Art E 531 Art Education in the Elementary Curriculum**

A survey of programs in the elementary schools. An investigation of vibrant and imaginative strategies of teaching with emphasis on revitalizing the elementary art curriculum to meet the needs of today's children.

### **Art E 532 Art Education in the Secondary Curriculum**

An intensive appraisal of teaching strategies, methods and techniques in the secondary schools. Emphasis centers on investigation and exploration of problems with methods for improvement and practical change.

### **Art E 533 Administration and Supervision of Art Education**

Investigation and identification of the roles, duties and responsibilities of art administrators and art supervisors. Includes review of the development and implementation of art programs in the public schools and in other environments with practical application directed toward the student's present position.

### **Art E 534 Application of Aesthetic Theory**

The concept of relating philosophic application of art and aesthetic context to the nature and comprehension of creativity.

### **Art E 535 Art and The Special Child**

An exploration of types and characteristics of children who are special (gifted, physically handicapped, emotionally disturbed or culturally deprived) and strategies for art experiences with these children.

### **Art E 536 Current Trends in Art Education**

Exploration and discussion of materials, processes and philosophies in art education; experimentation with materials as well as discussion of current publications and research.

### **Art E 598 Research, Art E 599 Thesis**

After completion of all required course work the candidate for the M.Ed. in Art will submit a proposal to his adviser for a research topic. The candidate will complete a written scholarly document for presentation to the graduate committee.

### **Art 510 Drawing**

An opportunity for the serious drawing student to translate original responses into visual statements that are inventive and personal. Investigations and explorations aimed at developing individual skill, vision and organizational concepts. Awareness of current tastes in the art of drawing will be considered. Stress on dialogue between teacher and student plus group interaction.

**Art 511 Painting**

A graduate-level studio painting course. The student is expected to concentrate either on advancing skills in media with which he or she already has some depth of experience or on pursuing experiments in unfamiliar media to increase the breadth of his or her knowledge.

**Art 512 Crafts**

Developments and experimentations in basic and specialized areas of the crafts. The student researches and explores various techniques, processes and materials to gain in-depth skill and knowledge in specific crafts. Media will include wood, metal, plastic, paper, fibers, and natural material as well as synthetic material.

**Art 513 Waterbase Media**

An in-depth study of transparent watercolor techniques and acrylic polymer techniques. Studio explorations constitute the major portion of the course.

**Art 514 Graphics**

An exploration of the printmaking processes of woodcut, lithography, serigraphy, colligraph, etching and engraving with emphasis on their use for creative expression.

**Art 515 Ceramics**

An advanced studio course for the art teacher interested in conveying the importance of ceramics (past and modern) to his or her students.

**Art 516 Metalcraft**

A studio course in applied metal design and advanced techniques in metalcraft. Project assignment is based on the student's experience and interests. The student is exposed to a wide variety of methods of manipulating and fabricating metal forms and various methods of casting metal.

**Art 517 Fibers**

Creative application of the principles of design and color theory to fibers and fabrics. Techniques include weaving, rugmaking, dyeing processes, basketry, macrame, crochet and lace-making.

**Art 518 Photography**

An advanced course in both traditional and experimental areas of photography. The course is designed for those teachers with photography experience who wish to develop photographic areas of study in their classrooms.

**Art 519 Sculpture**

A studio course in three-dimensional concepts and advanced techniques in sculpture. Project assignment is based on student experience and interests. The student has the opportunity to work in wood, stone or metal, and to receive exposure to foundry casting.

**Art H 501 Cultural Origins of the West**

A travel-study seminar visiting such European countries as France, Spain, Greece, Italy and Yugoslavia. Intensive study in the humanities of that part of the western world from which our culture springs. Lectures conducted throughout the tour by the director. Preparation of a term paper. Meetings prior to departure and following return.

**Art H 502 Art of the Far East**

Introduction to and study of art in India, China and Japan. Reading, lectures, discussions, museum visits, films, research, a specialized topic and an oral report on the topic. The student is encouraged to investigate resources, art monuments, collections, objects and philosophy.

**Art H 503 Art of the 15th & 16th Centuries**

A study of architecture, sculpture and painting in Italy, Flanders, Germany, France and Spain of the 15th and 16th Centuries, emphasizing the characteristics and influences of the Renaissance and Post-Renaissance periods.

**Art 504 Major Trends in Art of the 18th & 19th Centuries**

A comprehensive study of major movements and trends of the 18th and 19th centuries in Italy, France, England and the United States in architecture, painting and sculpture with emphasis on significant artists, architects and sculptors.

**Art 505 Major Trends in Modern Art**

A study of the major movements in modern art since the late nineteenth century with analysis of techniques and concepts in their historical context.

**Art H 506 History of American Indian/Afro-American Art**

A survey of past and present American Indian and Afro-American artists whose art contributions have been obscured in American art history.

## EDUCATION

The Master of Science degree in education has been developed following questionnaire surveys of teachers in the region and the identification of generic competencies in the department's undergraduate competency-based teacher education program. The Master of Science degree program emphasizes modular courses. Many courses are offered off campus to minimize transportation problems for students in our rural area. The program embodies the belief that all degree candidates should take common core courses in addition to specialization courses since all teachers are increasingly confronted with curriculum decisions, the education of atypical learners and societal concerns which affect education.

A minimum of 33 credits of graduate work is required in accordance with the following competency division:

### COMMON CORE (15 Credits)

#### A. Research (3-5 credits)

##### Ed 500 Methods and Materials of Research

The student will take at least one module (two credits). The student will select at least one additional module (one credit) from the following areas of specialization:

	Credits
EI Ed 598 Research Project in Elementary Education	1-3
Ed 598 Research Project in Secondary Education	1-3
Sp Ed 598 Research Project in Special Education	1-3
H Ec 501 Research Methods in Home Economics	1-3

#### B. Curriculum (4 credits)

The student will take one or two modules (two credits) of Ed 554 Curriculum: Principle and Contemporary Thought. The student will select at least two additional modules (two credits) from the following areas of specialization:

	Credits
H Ec 591 Curriculum Development in Home Economics	2-3
Sp Ed 550 Advanced Curriculum Development in Sp Ed	2-3
I. D. 577 Recent Trends, Techniques and Materials in Social Studies	2-3
EI Ed 591 Curriculum Development and Planning	2-3
Ed 554 Curriculum: Principles and Contemporary Thought--modules three and four	2

#### C. Educational Perspectives in Society (2 credits)

Although most courses are listed as carrying three credits, the student may, with permission of the instructor, enroll for two credits.

		Credits
H Ec	595 Vocational and Career Education	3
H Ec	520 Consumer Housing Decisions	3
H Ec	521 Consumer Issues	3
H Ec	540 Graduate Seminar in Home Economics	3
Sc St	521 Studies in Contemporary Social Problems	3
Sp Ed	505 Mental Retardation	3
Sp Ed	590 Learning Disabilities	3
Sp Ed	580 Special Education Workshops (Mainstreaming Workshop)	3-6
Ed EI	592 The Teacher and Educational Leadership	3
Ed	540 School Law	3
Ed	550 Comparative Education	3
Ed	549 Introduction to Public Relations in Education	3
Ed	590 Introduction to Educational Administration	3
Ed	552 Human Awareness and Interaction in the Classroom	1-3
Ed	551 Instructional Procedures that Facilitate Learning	1-3
Ed	593 Supervision of Student Teaching	3
Ed	541 Selected Topics in Education	1-3

#### D. Foundations of Education (3 credits)

The student will complete one module in Ed 531, Ed 532 or Ed 533. The student will then complete two additional modules in another foundation area.

		Credits
Ed	531 Social Foundations of Education	1-3
Ed	532 Historical Foundations of Education	1-3
Ed	533 Philosophical Foundations of Education	1-3

#### E. The Learner at All Ages (3-5 credits)

The student will select modules in areas other than his or her area of specialization.

		Credits
H Ec	336 Adulthood and Aging	3
Sp Ed	501 Psychology of Exceptional Children	3
Sp Ed	504 Guidance for Exceptional Children	3
Sp Ed	509 Early Childhood Special Education	3
Sp Ed	520 Seminar on the Mentally Gifted	3
Sp Ed	525 Problems in Educating the Mentally Gifted	3
Sp Ed	508 Education of Severely Retarded	3
Sp Ed	560 Problems in Special Education	3
Ed EI	505 Seminar in Early Childhood Development	3
Ed EI	550 Advanced Child Growth & Development	3

Ed	593 Supervision of Student Teaching	3
Sp Ed	530 Seminar on the Disadvantaged Learner	3
Sp Ed	531 Education of the Disadvantaged	3
Sp Ed	545 Problems in Educating the Emotionally Disturbed	3
Sp Ed	580 Special Education Workshops (Mainstreaming Workshop)	3-6

## PROFESSIONAL SUPPORTING COURSES (3 credits)

These courses are designed to enhance classroom teaching skills by improving instructional methods; providing an educational plan for the atypical learner; and promoting understanding of the nature of psycho-social processes and their relationship to the learner. The student will select a minimum of three credits from one or more of the following areas:

		Credits
<b>Instructional Methodology</b>		
Ed	540 School Law	3
Ed	545 Analysis and Evaluation of Pupil Growth	3
Ed	548 Workshops in Newer Media	1-3
Ed	551 Instructional Procedures that Facilitate Learning	1-3
Ed	552 Human Awareness and Interaction in the Classroom	1-3
Ed	590 Introduction to Educational Administration	3
Ed	593 Supervision of Student Teaching	3
Ed	597 Independent Study - designed for particular student needs relevant to specific problem area and/or needs in the student's school district	1-3
Ed EI	503 Communication Skills Workshop	3
Ed EI	527 Teaching Reading to Exceptional Children	3
Ed EI	529 Remediation of Reading Difficulties	3

## Education of the Atypical Learner

Sp Ed	520 Seminar on the Mentally Gifted	3
Sp Ed	531 Education of the Disadvantaged	3
Sp Ed	540 Behavior Disorder	3
Sp Ed	590 Learning Disabilities	3
Sp Ed	501 Psychology of Exceptional Children	3

### **Psycho-Social Basis of Learner**

Ed	531 Social Foundations of Education	1-3
Ed	532 Historical Foundations of Education	1-3
Ed	533 Philosophical Foundations of Education	1-3
Ed	547 Philosophy and Principles of Guidance	3
El Ed	550 Advanced Child Growth and Development	3
Sp Ed	542 Seminar on Behavior Modification	3
Psych	508 Abnormal Psychology	3
Psych	503 Human Development	3
Psych	511 Human Learning	3

### **SUBJECT MATTER TEACHING SPECIALIZATION OR ADDED CERTIFICATION OPTION (15 credits)**

The student will complete 15 credits of work in the area in which he or she was trained as an undergraduate or in the area he or she now teaches, or the student may complete 15 credits of work for the purpose of adding an additional subject matter specialization to his or her teaching certificate.

### **ADDITIONAL REQUIREMENTS**

To complete degree candidacy the student must achieve a satisfactory score on either the Miller Analogies Test (MAT), the Graduate Record Examination (GRE) or the National Teacher Examination (NTE). Two letters of recommendation are also required.

## **ELEMENTARY EDUCATION**

The candidate for the Master of Education degree in elementary education is expected to be or to plan to become a public school elementary teacher, or to have other reasons for pursuing this program that are acceptable to the graduate committee of the Elementary Education Department. Since this degree should represent a broad knowledge of elementary education, the student whose undergraduate major was not elementary education or whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take additional course work beyond the minimum requirements.

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program will be completed in accordance with the following divisions:

<b>Basic Requirements</b>	<b>Credits</b>
Ed 500	3
Ed 531, Ed 532 or Ed 533	3
<b>Field of Specialization</b>	<b>Credits</b>
Ed EI 591	3
Ed EI 592	3

Ed EI 550 is required of all students whose undergraduate preparation reflects a deficiency in this area as determined by the students' advisers.

The student selects up to 18 credits of graduate work in additional education courses under advisement from the department. The number of credits will vary depending upon whether the thesis or non-thesis program is followed and whether courses outside the field of specialization are chosen as allied electives.

<b>Research</b>	<b>Credits</b>
Research Project (Optional)	3
Thesis (Optional)	6

### **Allied Electives**

A maximum of 9 semester hours of credit may be elected in graduate courses outside the field of specialization. Final selection of courses will be determined in consultation with the student's adviser.

### Candidacy

- A. The student should score at or above the 50th percentile on the Miller's Analogies Test.
- B. Each student who scores between the 25th and 50th percentile is required to have an entrance interview with members of the graduate faculty of the Department of Elementary Education.
- C. When the student is interviewed by the department interview committee, the following information will be reviewed:
  - 1. the student's undergraduate program of studies
  - 2. the student's undergraduate grade point average
  - 3. the student's teaching experiences
  - 4. the student's score on the Miller's Analogies Test, Graduate Record Examination or other standardized test
  - 5. the student's work in graduate-level courses
  - 6. the student's interests in graduate studies (proposed program of studies)

## **COURSE DESCRIPTIONS**

### **Ed 500 Methods and Materials of Research - 3 credits**

An introduction to research and its practical application to professional problems with attention given to types of educational research, techniques of gathering data, organizing and evaluating data on a scientific basis, and arriving at reliable conclusions.

### **EdEI 502 Innovative Educational Practices - 1-3 credits**

A course designed to give students opportunities to critically examine innovative ideas, plans and practices; to develop strategies and models which can be tested in classroom situations; and to participate in sessions designed to critically appraise these strategies and models.

### **EdEI 503 Communication Skills Workshop for Elementary School Teachers - 1-3 credits**

A workshop experience for in-service classroom teachers and for undergraduate students who have completed student teaching. The instructor investigates and shares techniques used by elementary school teachers to improve the total communication skills of children.

### **EdEI 505 Seminar in Early Childhood Education - 3 credits**

A course designed to help teachers assess curricular experiences for children in the nursery, kindergarten and primary years.

### **EdEI 511 An Introduction to British Education - 3 credits**

### **EdEI 512 An Introduction to British Education (Practicum) - 3 credits**

These courses give graduate students an overview of the innovations and problems in British elementary education. The practicum provides a field experience in British schools.

### **EdEI 550 Advanced Child Growth and Development - 3 credits**

Advanced study of human growth and development from conception through maturity. Emphasis on development during childhood and adolescence.

### **EdEI 560 Children's Literature, Creative Application - 3 credits**

A study of books appropriate for preschool through the elementary grades; an exploration of creativity for pupils and teachers as inspired by children's literature; the varied use of literature in teaching reading, language, content subjects and the arts.

### **EdEI 574 Diagnostic Teaching in Elementary Mathematics - 3 credits**

A course designed to help teachers identify difficulties children have learning mathematics. How to analyze children's mathematical behaviors and how to develop techniques for remediation and prevention. Emphasis upon techniques practical for the classroom teacher. Some formal diagnostic tests are examined.

**EdEI 580 Elementary School Classroom Music - 3 credits**

An advanced course aiming at more effective teaching of music by the elementary classroom teacher. Includes proper use of the child's voice, presentation of rote and reading songs, listening, creative activities, rhythmic activities and the use of simple instruments in the classroom.

**EdEI 584 Mathematics for the Elementary School Teacher - 1-3 credits**

An examination of various approaches to teaching mathematics in the elementary school. Emphasis on developing ideas and materials for individualizing mathematics instruction. A portion of the course deals with the metric system and suggestions for teaching it to both children and adults.

**EdEI 585 Methods and Materials for Learning/Teaching the Metric System - 1 credit**

Participants become involved in a metric world through exposure to varied teaching techniques and development of instructional materials providing a basis for teaching metrical concepts.

**EdEI 586 Recent Trends in Social Studies - 1-3 credits**

A critical appraisal of current programs of work offered in elementary school; intensive assessment of the possibilities for enrichment; projection of a program using the potentials of the social studies in a dynamically changing world.

**EdEI 587 Elementary Science, Curriculum and Instruction - 1-3 credits**

An exploration of principles, problems and techniques in elementary science. Includes participation in scientific investigations and evaluations of current practices.

**EdEI 588 Informal Diagnosis of Readiness in Elementary Teaching - 1-3 credits**

A course designed to help teachers become more aware of cognitive and affective factors influencing a child's readiness to learn. Emphasis on informal assessment of cognitive and affective behavior as a basis for making decisions about instruction for the child.

**EdEI 589 Environmental Education Workshop for Elementary Teachers - 3 credits**

A workshop emphasizing field work for scientific knowledge, theoretical background in education, and the application of both to teaching environmental principles in the elementary classroom.

**EdEI 590 Individualized Teaching in the Elementary School - 1-3 credits**

A course designed to guide elementary school teachers in making the transition from whole-class to individualized learning activities.

**EdEI 591 Curriculum Development and Planning - 3 credits**

Theory and practice of curriculum development in the elementary school. Emphasis on aims, content and research. Prerequisite: teaching experience.

~~X~~ **EdEI 592 The Teacher and Educational Leadership - 3 credits**

An examination of basic problems and current trends in elementary education emphasizing the role of the teacher as a professional leader in improving the educational program. Prerequisite: teaching experience.

**EdEI 593 Supervision for the Improvement of Instruction - 3 credits**

Supervision in the modern elementary school; the role of the elementary school supervisor in the improvement of instruction; appraisal of elementary school programs and instruction.

**EdEI 598 Research Project - 3 credits**

**EdEI 599 Thesis - 6 credits**

## **ENGLISH**

### **MASTER OF ARTS DEGREE (M.A.)**

The candidate for the Master of Arts degree in English should demonstrate a broad knowledge of the major field. An applicant from another college or university should have completed a program comparable to that required for the B.A. degree at Mansfield. If serious deficiencies exist in an applicant's undergraduate preparation, he or she may be required to take graduate or undergraduate work beyond the minimum number of credits required for the M.A. degree.

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program will be completed in accordance with the following divisions:

<b>Basic Requirements</b>	<b>Credits</b>
Eng 500	3

#### **Field of Specialization**

The student selects 24 to 30 semester hours of graduate credit in English courses under advisement from the department. The number of credits varies depending upon whether the student follows the thesis or non-thesis program.

<b>Research</b>	<b>Credits</b>
Thesis (Optional, but strongly recommended for those who plan to continue graduate work toward a Ph.D.)	6

#### **Foreign Language**

The M.A. candidate must possess a knowledge of one foreign language. (See also "General Regulations Governing Foreign Language Requirements.")

#### **Candidacy**

The student must take the Graduate Record Examination (GRE) (Advanced Test in English) to become a candidate for this degree. The student's score will be kept on file along with transcripts and other records.

### **MASTER OF EDUCATION DEGREE (M.ED.)**

The candidate for the Master of Education degree with a major in English is expected to be or to plan to become a public school teacher of English, or to have other reasons for pursuing this program that are acceptable to the English Department.

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program will be completed in accordance with the following divisions:

<b>Basic Requirements</b>	<b>Credits</b>
Eng 500	3

#### **Field of Specialization**

The student will select 9 to 18 hours of graduate credit in English courses under advisement from the department. The number of credits will vary depending upon whether the student follows the thesis or non-thesis program. 12 credits of education course work in Foundations of Education, Measurements and Education, Teaching/Curriculum, and Theories of Learning are required.

<b>Research</b>	<b>Credits</b>
Thesis	6

#### **Allied Electives**

A maximum of 9 semester hours of credit may be elected in graduate courses outside the field of specialization. The selection of courses will be made in consultation with the student's adviser.

#### **Admission**

Prerequisites: 1) The applicant must present a Bachelor's degree from an accredited college or university. 2) Since the M.Ed. degree should represent a broad knowledge of the academic and secondary education fields, the student whose undergraduate academic program was not in the academic field or whose undergraduate program did not include teacher education preparation may be required to take additional course work beyond minimum requirements.

#### **Candidacy**

The student seeking candidacy for this degree must take either the National Teacher Examination or the Graduate Record Examination (GRE) (Advanced Test in English). The student's score will be kept on file along with transcripts and other records.

#### **Advisement**

1. The Secondary Education and English Departments are informed by the Graduate Office of an application acceptance.
2. The applicant is assigned or may elect an adviser from the academic department and the education department.
3. The comprehensive examination committee is comprised of representatives from each department. The candidate's English adviser and the Secondary Education adviser will serve on the committee. The remainder of the committee will be comprised of three members of the English Department selected by the Chairperson and one member of the Secondary Education Department.

## COURSE DESCRIPTIONS

### **Eng 500 Bibliography and Methods of Research - 3 credits**

An introduction to the several kinds of literary scholarship and criticism with practical projects in bibliography, textual criticism and literary history.

### **Eng 501 Old English Literature - 3 credits**

Selections from Old English prose and poetry, including passages from *Beowulf*.

### **Eng 502 Chaucer and Medieval Literature - 3 credits**

A study of Chaucer with special attention to literary milieu. Comparison of Chaucer's writings with examples of the chief forms of medieval literature.

### **Eng 503 Sixteenth-Century Lyric Poetry - 3 credits**

A survey of the development of English poetry beginning with Wyatt and Surrey and culminating with Spenser. Special emphasis on prosody.

### **Eng 504 Elizabethan and Jacobean Drama - 3 credits**

A comprehensive survey exclusive of Shakespeare.

### **Eng 505 Jonson, Donne, and Dryden - 3 credits**

Dryden, founder of a tradition, studied in comparison with his opposite and his chief antecedent; a study of the three writers for the purpose of elucidating the change in poetry which occurred at the beginning of the Neo-classical Period.

### **Eng 507 Spenser and Milton - 3 credits**

Comparative study of the two chief Renaissance poets of the pastoral and epic forms.

### **Eng 509 The Comedy of Manners - 3 credits**

A comprehensive survey of the genre from 1660 to the present with concentration upon Etherege, Wycherley, Congreve, Sheridan and Oscar Wilde.

### **Eng 511 Eighteenth-Century Moralists - 3 credits**

A selection of texts from both philosophers and writers of imaginative literature (e.g., Shaftesbury and Fielding) for the purpose of underscoring the dominant characteristics of literature in the Age of Reason.

### **Eng 513, 514 H Studies in Keats and Shelley or Wordsworth and Coleridge - 3 credits**

Two major Romantic poets with emphasis alternately upon technical accomplishment and critical theory.

### **Eng 515 The Great Tradition in the English Novel - 3 credits**

Studies in Austen, Eliot, Conrad, James and D. H. Lawrence.

**Eng 517 Main Currents in Victorian Thought - 3 credits**

A treatment of texts which are especially illustrative of the impact of nineteenth-century thought upon imaginative literature. The method of the History of Ideas is employed.

**Eng 519 Emerson, Thoreau, Hawthorne, Melville and Twain - 3 credits**

Emphasis upon these authors as classic American moralists and critics of the American scene.

**Eng 520 Seminar in a Major American Writer - 3 credits**

Emphasis upon aesthetics.

**Eng 521 The Twentieth-Century American Novel - 3 credits**

A study of major works of selected American novelists since 1900.

**Eng 523 Major Poets of the Twentieth Century - 3 credits**

A study of selected major poets of the twentieth century who are representative of British and American poetry.

**Eng 524 Contemporary American Drama - 3 credits**

A consideration of the transitional state of the American theatre between World War I and World War II with special emphasis on styles, stagecraft, playwriting and personalities as they came to reflect and influence their eras.

**Eng 525 Contemporary English Drama - 3 credits**

A review of the most recent developments on the English stage. Osborne, Pinter and others.

**Eng 526 The Nature and Theory of Language - 3 credits**

A study of the historical development of language as a form of human behavior with emphasis on semantics and the several types of grammatical analysis.

**Eng 529 Principles of Rhetoric - 3 credits**

A study of persuasive written discourse. The elements of style, argumentation and syntax as applied to style. Emphasis on the evaluation and teaching of "composition."

**Eng 530 Nineteenth-Century British Aesthetics and Criticism - 3 credits**

Romantic and Victorian critics representing a variety of aesthetic theories. Attention is given to art and literary criticism as important intellectual disciplines.

**Eng 543 Poetry and Short Stories in the Little Magazines - 3 credits**

A study of selected poetry and short stories in little magazines from 1971 to the present.

**Eng 550 Shakespeare Seminar - 3 credits**

The sources of selected plays (alternately tragedies, comedies and histories) and the historical development of Shakespeare criticism.

## HISTORY

### MASTER OF ARTS DEGREE (M.A.)

The candidate for the Master of Arts degree in history should show evidence of a broad knowledge of the major field. A student whose undergraduate major was not history or whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take graduate or undergraduate work beyond the minimum requirements for the M.A. degree. Each student will select his or her program and courses under the advisement of the History Department graduate faculty.

Prior to applying for admission to degree candidacy, the applicant shall file in the Graduate Division Office scores on the Advanced Test in the Graduate Record Examination (GRE) (History). The applicant must score at or above the 50th percentile. The applicant may take the test up to three times to achieve that score.

A minimum of 30 semester hours of graduate work in the thesis program or 33 semester hours of work in the non-thesis program must be completed in accordance with the following divisions:

Thesis	Credits
History 500 or substitute	3
Five courses in history	15
Two electives in history or allied fields	6
Thesis	6
	<hr/>
	30

Non-Thesis	
History 500 or substitute	3
One Research Project History 598	3
Six courses in history	18
Three electives in history or allied fields	9
	<hr/>
	33

Every candidate is required to complete a course in historiography (Hist 500); however if a student has taken historiography in his undergraduate program at Mansfield State, the student does not have to take it again. Additionally, in some cases this requirement can be met if the student has taken the equivalent of Hist 500 on the undergraduate level at another institution. In both cases, another course will be substituted for historiography.

The candidate is expected to take courses and to show competency in three subfields of the following areas (two in one area and one in either of the other two):

### **United States History**

Colonial and Revolutionary America  
Early National and Middle Period  
Civil War through 1914  
20th Century

### **European History**

Renaissance and Reformation  
Early Modern Europe  
19th Century Europe  
20th Century Europe

### **Third World History**

Latin America  
Africa  
Middle East

The History Department will provide reading lists of the most important works for these general areas. The student should read the listed works in preparation for comprehensive exams. The student should consult with faculty members with specialties in the areas regarding the reading lists. After the completion of all course work, the degree candidate will take a final written and oral comprehensive examination on the subfields selected. These examinations will be conducted by a committee selected from the History Department and chaired by the candidate's adviser.

### **Research Project**

Hist 598 is required of non-thesis candidates. The student selects a research project in consultation with his or her adviser.

### **Thesis**

Preparation of a thesis is strongly recommended for those who plan to continue graduate work toward the Ph.D.

### **Foreign Language; Computer Usage; or Statistics**

The M.A. candidate must demonstrate a reading knowledge of one foreign language (see "General Regulations Governing Foreign Language Requirements") or, through an examination, provide evidence of proficiency in computer usage or statistics where applicable to the candidate's area of work.

### **Allied Electives**

The M.A. candidate in the thesis program may take a maximum of six semester hours and the non-thesis candidate a maximum of nine semester hours of graduate courses in allied fields (e.g. English, political science or geography). Selection of such courses will be in consultation with the candidate's adviser and must show a clear relationship and unity with the candidate's program.

## **COURSE DESCRIPTIONS**

### **Hist 500 Historiography - 3 credits**

Designed to acquaint the student with basic techniques and procedures in research, this course treats research and the methods of locating, evaluating and interpreting evidence. The student develops a tentative outline, bibliography and summary of investigative procedure for a research project.

### **Hist 501 Colonial & Revolutionary America - 3 credits**

A study of the exploration and settlement of North America 1607-1788.

### **Hist 504 Constitution to Manifest Destiny - 3 credits**

The development and expansion of the nation. The rise of democracy, economic and social development; territorial expansion; and foreign affairs. Key figures and their roles are analyzed in depth.

### **Hist 505 The Age of Civil War and Reconstruction - 3 credits**

The background of sectional controversy; constitutional issues, secession, and military conflict; the aftermath of War, North and South, with particular emphasis on political and racial developments in the period of reconstruction ending in 1877.

### **Hist 507 The United States, 1914-1945 - 3 credits**

A study of political, diplomatic, social and economic development in the United States between the beginning of World War I and the end of World War II.

### **Hist 508 America Since World War II - 3 credits**

A study of political, diplomatic, social and economic developments in the United States since 1945.

### **Hist 510 History of the Black Man in America - 3 credits**

History of "The American Dilemma" — the role of the minority black man in a dominant white culture — from 1619 to the present. Thematic emphases upon black resistance and the quest for a black identity.

### **Hist 512 American Intellectual History - 3 credits**

A survey of the history of ideas in America with careful study of such topics as Puritanism, the American Enlightenment, Romanticism, Social Darwinism, pragmatism, progressivism, literary realism and more recent concepts.

### **Hist 514 Problems in American Black-White Relations - 3 credits**

An interdisciplinary exploration of the multifaceted bi-racial patterns of white cultural aggression and black restive accommodations from 1619 to the present. Thematic emphases will center upon black identity in the white man's eyes and in the black man's soul.

**Hist 515 Modern American Diplomacy - 3 credits**

The diplomatic history of the United States in the twentieth century. Special emphasis is placed on the period from 1930 to the present.

**Hist 516 The Evolution of Social Welfare in America - 3 credits**

The development of the public welfare system as a mirror reflecting Americans' changing attitudes toward misfortune and relief. The effects of an individualistic tradition upon antebellum welfare efforts; the need for social welfare in an industrializing America, the growth of governmental responsibility for social welfare; and the maturation of the welfare state.

**Hist 518 Frontier in American History - 3 credits**

Discussion of the settlement of the various geographic areas comprising the United States and the influence of the frontier on the political, social and economic development of the American people. Indian-White relations are discussed in depth. Cowboy-Indian stereotypes are analyzed.

**Hist 519 History of Pennsylvania - 3 credits**

An in-depth examination of the political, economic, cultural and social development of Pennsylvania.

**Hist 520 The Teaching of History in the Secondary Schools - 3 credits**

Creation of a teaching unit in history directly transferable to the secondary teaching situation.

**Hist 521 The Ancient World: Greece and the Near East - 3 credits**

The development of Pre-Classical and Classical forms that were the basis for the emergence of Western civilization. The cultural, intellectual and social conditions that shaped Greek and Roman civilizations; their relationships to modern institutions.

**Hist 522 The Ancient World - The Roman Republic and Empire - 3 credits**

The development of Pre-Classical and Classical forms that were the basis for the emergence of the intellectual and social conditions that shaped Roman civilization. The relationship of Roman institutions to modern institutions.

**Hist 525 American Social and Cultural History - 3 credits**

Investigation of the major social, cultural and intellectual trends in American history. Emphasis is placed upon important religious, educational and intellectual developments.

**Hist 526 World Cultures - 3 credits**

Specific cultures are studied with emphasis placed upon the cultural, intellectual, social and political conditions which shaped various world civilizations and their relationships to our current institutions.

**Hist 530 The American Indian: From Bering to Red Power - 3 credits**

This course deals with the origins, culture and history of the American Indian. Development of Indian policy by colonial rulers and by the United States are studied and compared.

**Hist 551 The Renaissance - 3 credits**

An investigation of the Renaissance as a cultural and intellectual thrust in Western civilization. The course also investigates the political, social and economic factors in a rapidly changing historical era.

**Hist 552 The Reformation Era - 3 credits**

An examination of the social, cultural and intellectual drive that led to the Reformation of the 16th century. The growth of the modern state as a major force in the movement and the impact of the Renaissance on the age are considered.

**Hist 554 Tudor-Stuart England - 3 credits**

A study of the political, economic, social and intellectual forces operating in England during the 16th and 17th centuries.

**Hist 558 The Soviet Union - 3 credits**

A history of the Bolshevik Revolution and the founding of the Soviet Union, the internal and external factors involved in Soviet power politics, and world Communism from 1917 to the present.

**Hist 559 Russia: Beginning to 1917 - 3 credits**

After considering the basic problems in Russian historiography, the course deals with the nature and development of the Russian empire from the time of Peter I to the Revolution of 1917.

**Hist 564-565 Twentieth Century Europe - 3 credits**

A study of the political, economic, cultural and international developments in Europe during the 20th century. Particular attention is paid to the background problems which led to the two world wars and their global significance. First semester, 1914-1939; second semester, World War II and its aftermath.

**Hist 575 Social Unrest in 20th Century Latin America - 3 credits**

The underlying causes and effects of revolutionary movements in contemporary Latin America. Mexico, Guatemala, Bolivia and Cuba are used as case studies. Principal questions concern the varying social, political and economic structures of these four countries, the exportability of revolution and the viability of violent change.

**Hist 595 Independent Study - 1-3 credits**

*(Specific area to be indicated prior to registration)*

Individual readings and study of source and secondary materials under the direction of a member of the graduate faculty of the History Department.

**Hist 598 Research Project - 3 credits****Hist 599 Thesis - 6 credits**

## HOME ECONOMICS

The Master of Science degree program in home economics education is designed to meet the needs of individuals who wish to improve their professional expertise and prepare themselves for roles as teachers and supervisors in the public schools or for further graduate study.

There are two options in the home economics education graduate program. In one, the student prepares a thesis, an in-depth study in an area of home economics education. This option requires 24 credits of course work plus six credits for the thesis. In the second option, the student studies a research problem affording him or her an opportunity to synthesize a body of knowledge in a scholarly work. This option requires 33 credits of work including three credits for the research problem. Home Economics 501, Methods of Research in Home Economics Education, is required of all candidates and should be taken early in the program.

### Candidacy

The prospective candidate must take one of the following. the Miller Analogies Test, the Graduate Record Examination, or National Teachers' Examination (Home Economics Education). The prospective candidate should have a Bachelor's degree in home economics or one of the home economics subject matter areas from an accredited college or university. A prospective graduate student with a Bachelor's degree in an area other than home economics education may be required to make up deficiencies.

## COURSE DESCRIPTIONS

### **HEc 501 Research Methods in Home Economics - 3 credits**

Adaptation of research techniques to problems in home economics education. Study of the national goals and guidelines for research in home economics; critical examination of research literature, techniques involved in design and analysis of a research problem.

### **HEc 503 Flat Pattern Design - 3 credits**

The student uses flat pattern methods to develop the ability to create new patterns, alter commercial patterns, apply principles of fitting, and appreciate the fundamental use of grain. Laboratory classes are devoted to development of a sloper, a test dress, a princess design, two original designs and pants, and a coat or suit sloper as well as scale problems. Prerequisites: HEc 101 and HEc 201.

### **HEc 504 Creative Draping - 3 credits**

The student uses draping methods in the creation of designs for individual construction using basic techniques, variations in basic designs, original ideas and expression of one's designs. Drafting will be used for sleeves and pants. Prerequisites: HEc 101 and HEc 201.

### **HEc 505 Fabrics and Finishes - 3 credits**

Relationship of fiber structure, fabric structure and finishing processes to fabric performance. Laboratory evaluation of performance characteristics of textile products. Prerequisite: An undergraduate course in textiles.

### **HEc 510 Diet Therapy - 3 credits**

Diet problems encountered throughout the life cycle. Consideration of metabolism in disease; adaptation of diet to meet diseased or abnormal metabolic patterns in humans. Special diets will be examined and evaluated. Prerequisites: A nutrition course, HEc 215 HEc 216 and a biochemistry course.

### **HEc 511 Nutrition in Disease - 3 credits**

Physiological and bio-chemical problems in metabolic diseases and nutritional aspects of therapy. The student spends time in hospitals or clinics observing actual testing methods. Prerequisite: HEc 410 or HEc 417 or an equivalent, and a biochemistry course.

### **HEc 512 Cultural and Aesthetic Aspects of Food - 3 credits**

Cultural implications and understanding of modes of eating, application of scientific principles and aesthetic considerations in distinctive food preparation. Prerequisite: an undergraduate course in food preparation or the consent of the instructor.

**HEc 517 Survey of Nutrition - 3 credits**

Chemistry of nutrients, metabolism and normal nutritional needs at various stages of the life cycle. Laboratory work related to food composition and effects of various types of preparation upon consumer protection.

**HEc 518 Advanced Foods - 3 credits**

An extension of the principles of food preparation and service of food, considering aesthetic and cultural implications, for various occasions. Prerequisites: HEc 215 and HEc 216.

**HEc 521 Consumer Issues - 3 credits**

Multi-media classroom experience designed to identify and analyze consumer issues. Problem-solving/independent study of consumer issues.

**HEc 524 Handicapped Homemaker - 3 credits**

Principles of management, work simplification and motion-mindedness as they apply to homemaking activities of physically disabled people.

**HEc 525 Systems Approach to Home Management - 3 credits**

Family characteristics of the many modern American life-styles are explored using the systems approach. Suggested plans for good management are developed.

**HEc 530 The Teaching of Child Development and Family Relations - 3 credits**

Subject matter and methodology essential to teaching human development in home economics programs. Prerequisites: graduate course work in child development or human development and in family relationships, or permission of the instructor.

**HEc 540 Graduate Seminar in Home Economics - 1-2 credits**

Exploration of a selected educational issue, area of research and/or trend. Critical evaluation and interpretation with implications for teaching home economics.

**HEc 581 Program Development in Home Economics - 3 credits**

Analysis of program needs in home economics at various levels and in various settings. Sequential organization of courses of study in home economics for specific types of schools. Prerequisite: An undergraduate degree in home economics education or approval of instructor.

**HEc 582 Teaching Consumer Education K-Adult - 3 credits**

Rationale and specific aids for the professional wishing to begin a consumer program or incorporate consumer lessons in an existing course or grade level. Resources, curriculum guidelines and teaching tactics the teacher may easily adapt for his or her use.

**HEc 583 Methods and Materials for the Teaching of Sex Education - 2 credits**

A review of current instructional materials of, for and about sex education, with the intent of bringing about a greater understanding of

human sexuality.

**HEc 587 The Teaching of Nutrition K-12 - 3 credits**

Basic concepts of nutrition. Methods and materials for teaching nutrition. Development of modules, units of study and resource materials.

**HEc 591 Curriculum Development in Home Economics - 3 credits**

Principles of curriculum planning with opportunity to develop individual projects for specific programs and groups of students. Prerequisite: A Baccalaureate degree in home economics education or permission of the instructor.

**HEc 592 Evaluation in Home Economics - 3 credits**

Basic principles of evaluation and specific methods of appraising educational programs or individual achievement in home economics. Opportunities are given for constructing and using evaluation instruments. Prerequisite: A Baccalaureate degree in home economics education or permission of instructor.

**HEc 593 Supervision in Home Economics - 3 credits**

Responsibilities, services and professional techniques for supervision of home economics teachers at local and state levels and also in in-service and pre-service programs.

**HEc 595v Vocational and Career Education - 3 credits**

The place of home economics in vocational and career education. The implications of federal and state vocational legislation for home economics.

## **MATHEMATICS**

The candidate for the Master of Education degree with a major in mathematics is expected to be or to plan to become a public school teacher of mathematics, or to have other reasons for pursuing this program that are acceptable to the graduate committee of the Mathematics Department. Since this degree should represent a broad knowledge of mathematics, a student whose undergraduate major was not mathematics or whose undergraduate preparation was not the equivalent of the program at Mansfield may be required to take additional course work beyond the minimum requirements.

Any course listed is open to the student by permission of the instructor. The student should choose courses under the guidance of his or her academic adviser.

33 semester hours of course work will be completed in accordance with the following divisions:

### **Basic Requirement**

Ma 500

### **Field of Specialization**

18 semester hours of graduate credit in mathematics exclusive of MA 500. These courses will be selected under advisement from the Department of Mathematics.

### **Professional Education**

12 semester hours of graduate credit in education selected under advisement from the Department of Secondary Education.

### **Candidacy**

A. The candidate must submit an application for degree candidacy to the M.Ed. Graduate Review Committee, composed of faculty members holding graduate school status and designated graduate faculty members from the Mathematics Department and the Secondary Education Department.

B. The candidate should score at the 50th percentile on the appropriate National Teacher Examination (NTE) in the major area with the provision that if the student has already taken the Advanced Test on the Graduate Record Examination within the past five years and achieved an acceptable score, he or she will not have to take the NTE.

C. The applicant must submit evidence of 13 credits of undergraduate professional education. Such evidence should include an educational field experience (Peace Corps, student teaching, internships, etc.) Applicants failing to meet this prerequisite will be required to take additional course work and/or field experience prior to acceptance as degree candidates.

D. The applicant must have completed not less than six credits in on-campus graduate mathematics courses, and must have completed MA 500 if the course has been scheduled prior to application for candidacy.

## COURSE DESCRIPTIONS

### **Ma 500 Contemporary Issues in Mathematics Education - 3 credits**

Important problems and issues in mathematics education are identified and discussed. The student gains experience in the use of library source materials, particularly N.C.T.M. and M.A.A. publications. Resource personnel participate whenever possible.

### **Ma 505 Statistics for Non-Mathematics Majors - 3 credits**

A study of the basic descriptive and inferential statistical methods used for analyzing experimental data. Application to data from psychology, education and the other social sciences.

### **Ma 513 Advanced Calculus - 3 credits**

Advanced topics of traditional calculus including differentiation and integration of functions of several variables, vector analysis, improper integrals, line integrals, Green's theorem, surface integrals and infinite series.

### **Ma 515 Foundations of Calculus - 3 credits**

Basic theory of real-valued functions of a single real variable including real numbers, limits, sequences, continuity, the derivative and the Riemann integral.

### **Ma 516 Real Analysis I - 3 credits**

A modern approach to real analysis: sets, functions, finite and infinite sets, fields, ordered fields, the real number system, Cartesian spaces, elementary topological concepts, the theorems of Heine-Borel and Baire, sequences, convergence, sequences of functions and local and global properties of continuous functions.

### **Ma 517 Real Analysis II - 3 credits**

(Continuation of Ma 516) The derivative in R and in RP, Riemann-Stieltjes integral, main theorems of integral calculus, integration in Cartesian spaces, convergence of infinite series, tests for convergence, and series of functions.

### **Ma 518 Complex Variables - 3 credits**

The theory of complex variables: series, residues and poles, conformal mapping, analytic continuation, harmonic functions, and Riemann surfaces.

### **Ma 520 Linear Algebra - 3 credits**

The algebra and geometry of finite-dimensional vector spaces, linear transformations and algebra of matrices, eigenvalues and eigenvectors, inner-product vector spaces and dual spaces, and bilinear and quadratic forms.

**Ma 521 Foundations of Abstract Algebra - 3 credits**

A study of groups, rings, integral domains, fields, polynomials, complex numbers and related concepts.

**Ma 522 Selected Topics in Algebra - 3 credits**

A study in depth of one or two of the following: groups, rings, fields, Galois theory or other major areas of abstract algebra.

**Ma 530 Selected Topics in Geometry - 3 credits**

Selected topics from the basic theory of Euclidean Geometry: incidence, linear and angular measure, similarity, congruence, separation, parallelism, area, and perpendicularity. Investigations are conducted relative to absolute, hyperbolic and projective systems.

**Ma 540 Number Theory - 3 credits**

Aspects of number theory that are significant for the teaching of secondary school mathematics: numeration, divisibility, Euclid's Algorithm, prime numbers, Diopantine Problems, congruences, and Euler's Theorem and consequences.

**Ma 541 Foundations of Mathematics - 3 credits**

Fundamental concepts and methods in mathematics including the axiomatic method and finite sets, and the development of various viewpoints on foundations including the Grege-Russell Thesis, intuitionism and formalism.

**Ma 542 History of Mathematics - 3 credits**

A study of the historical development of selected mathematical concepts. Aimed at increased understanding of modern mathematics.

**Ma 550 Statistics - 3 credits**

Distributions of discrete and continuous random variables; expected values and moments, derived distributions, interval and point estimation, order statistics, and tests of hypotheses.

**Ma 551 Probability - 3 credits**

Sample spaces, combinatorial analysis, independent and dependent events, moment-generating functions, and random variables.

**Ma 560 Topology - 3 credits**

Review of elementary set theory, infinite sets, topological spaces, bases and sub-bases, subspaces, connectedness, metric spaces, continuous functions and homeomorphisms, compactness, and product spaces.

**Ma 561 Survey of Topology - 3 credits**

Basic concepts of point-set and combinatorial topology. Topological equivalence, surfaces, orientability, connectedness, invariants, Euler's Theorem on polyhedra, the coloring of maps, topological spaces, types of spaces, homotopy, simplicial complexes, and popular problems related to topology.

**Ma 570 Applied Mathematics - 3 credits**

Principles and basic styles of thought in solving physical problems by mathematical methods: vector analysis, Fourier series, special functions, coordinate transformations, eigenvalue-vector problems, dyadics, and tensors. Applications include wave motion, heat and fluid flow, particle dynamics, stress, and moment of inertia tensors.

**Ma 571 Applied Mathematics II - 3 credits**

Ordinary and partial differential equations of mathematical physics: review of methods in elementary differential equations, systems of linear differential equations, Laplace transforms, numerical methods, boundary value problems, and partial differential equations of mathematical physics. Applications include vibrating strings, heat conduction problems and vibrating membranes.

**Ma 572 Vector and Tensor Analysis - 3 credits**

Vectors and tensors from three points of view: geometry, linear algebra and analysis. Vector algebra, differentiation of vectors, partial differentiation and associated concepts, integration of vectors, and tensor algebra and analysis. Tensor notation is used throughout. Applications include topics from kinematics, rotating frames of reference and Newtonian orbits. Introduction to Einstein's special theory of relativity and geodesics.

**Ma 573 Numerical Analysis and Programming - 3 credits**

Numerical methods for the solution of algebraic, transcendental and differential equations. Numerical integration and differentiation, error analysis and systems of linear equations. The student programs and runs each method on the college computer.

**Ma 590 Seminar - 3 credits**

A course designed for those degree students who desire to continue the investigation of issues discussed in Ma 500. Discussions with fellow students and the professor are encouraged. The use of library materials is stressed.

## **MUSIC**

The Music Department offers three graduate degree programs: the Master of Education, the Master of Science and the Master of Arts. The M.Ed. and M.S. degrees are intended primarily for those who are public school teachers or who are preparing to become teachers in elementary and secondary schools. The M.A. degree is intended for those who wish to pursue advanced work in music scholarship and who expect to pursue work eventually leading toward the doctorate.

### **Admission**

Students wishing to enter any of the above degree programs must satisfy the general requirements for admission as stated in this bulletin. Upon admission to graduate study, the student will be assigned an adviser by the chairperson of the Music Department.

### **Placement Examination**

The student should take placement examinations for diagnostic purposes during the first six hours of graduate study. The results of the placement examinations will be used by the student's adviser in planning the student's graduate program.

### **Piano Proficiency**

The student is encouraged to take a piano proficiency examination during the first term of graduate study. The examination must be passed before admission to candidacy will be granted. A list of current minimum piano requirements is on file in the Music Department office.

### **Candidacy**

In addition to the general requirements for admission to candidacy (see page 5), a student who wishes to become a candidate for a graduate degree in music must satisfy the following:

1. The M.Ed. candidate and the M.S. candidate must achieve satisfactory scores on either the National Teachers Examination in Music or the Graduate Record Examination (Advanced Test in Music). The student's adviser will determine which examination is appropriate to the student's program.
2. The M.A. candidate must achieve a satisfactory score on the Graduate Record Examination (Advanced Test in Music).

### **Foreign Language Requirement**

The M.A. candidate must pass a foreign language proficiency examination. (See general regulations governing foreign language requirements.)

### **Degree Requirements**

A minimum of 30-33 semester hours of graduate work will be completed in accordance with the requirements listed for a particular degree program.

Additional course work may be required if deficiencies are noted during the audition and/or placement examinations, or if the student is coupling work toward provisional teaching certification with his or her graduate degree program.

**Thesis, Research, Project, Creative Project, Recital**

The M.Ed. candidate and the M.S. candidate may choose between completion of a thesis, research project, creative project or recital. The M.A. candidate may choose between completion of a thesis or creative project.

**CURRICULA FOR MASTER'S DEGREE PROGRAMS**

**MASTER OF EDUCATION IN MUSIC EDUCATION  
(30-33 credits)**

	Credits
Mus 500	3
Mus 520	3
Conducting	2
Applied Music	4
History-Literature	3
Theory	3
Education Electives	6
Music Electives	6-9
Research Project	0-3

A minimum of two credits must be elected in the major performing medium.

**MASTER OF SCIENCE IN MUSIC  
(30-33 credits)**

	Credits
Mus 500	3
Applied Music (major, instrument or voice)	4
Music History	6
Theory	6
Music and/or Academic Electives*	12
Project or Recital	2

\*Selected in consultation with adviser. May include courses in education and music education.

## **MASTER OF ARTS IN MUSIC** **(30-33 credits)**

	Credits
Mus 500	3
Electives in Music History and Literature, Theory and Composition*	12
Music Elective*	3
Related Academic Electives*	6
Thesis	6

\*Selected in consultation with adviser. The music elective may be applied music (major instrument or voice) if the student meets graduate-level performance standards. This elective may not be in music education.

## COURSE DESCRIPTIONS

### **Mus 500 Methods and Materials of Research - 3 credits**

Basic techniques, procedures and sources. Selection of a research problem; methods for locating, evaluating and interpreting evidence; types of research; formal writing style; and use of the library.

### **Mus 501 American Music - 3 credits**

The development of American music from the colonial era to the present. Psalmody, secular songs, folk and dance music, plays with music, operas, concert life and music publishing, songs, and piano compositions, oratorios, orchestral works, jazz, music in education, the American "schools" of composition.

### **Mus 502 Sacred Music - 3 credits**

A study of the development of Christian music from the beginning of the Christian era to the present.

### **Mus 503 History of Opera - 3 credits**

A history of opera from the late sixteenth century to the present with attention to the conventions governing librettist and composer. The musical, dramatic and social climate in which opera was composed.

### **Mus 504 Advanced Studies in Nineteenth Century Music - 3 credits**

Music style and expression during the nineteenth century with special emphasis on the intellectual foundations of the romantic movement. Representative works in the various forms are studied and analyzed in detail.

### **Mus 505 Advanced Studies in Twentieth Century Music - 3 credits**

An analytical, technical and historical study of music of the twentieth century.

### **Mus 506 Advanced Studies in Music Literature - 3 credits**

An intensive study of selected examples of musical literature with emphasis on comparative historical and stylistic developments.

### **Mus 507 Song Literature - 3 credits**

The development of song from the days of the troubadours and trouvères to the present. Emphasis upon the history of the German lied, French chanson and solo song in the British Isles and the United States.

**Mus 508 Advanced Choral Literature - 3 credits**

The development of choral literature from the time of Palestrina to the present.

**Mus 509 Advanced Studies in Keyboard Literature - 3 credits**

Keyboard literature including organ, "clavier" and piano. Examples are drawn from early and later sources according to the interests and requirements of the student.

**Mus 510 The Piano Sonata - 3 credits**

A study of the piano sonata from the earliest works written specifically for the piano to those of the present day.

**Mus 511 The Teaching of Music Literature - 3 credits**

Various approaches to the teaching of music literature with an emphasis on aural analysis and the development of listening skills.

**Theory and Composition****Mus 525 Interpretation of Selected Repertory - 3 credits**

Interpretative techniques are studied and applied to repertory selected by both student and instructor.

**Mus 526 Composition - 3 credits**

Development of deeper insight into music through intensive creative experience.

**Mus 527 Advanced Composition - 1-3 credits**

Students develop and work on projects. May be repeated for credit up to a maximum of 6 credits.

**Mus 528 Form and Analysis - 3 credits**

Various methods of musical analysis are studied and applied to compositions representative of various periods of music history.

**Mus 529 Advanced Vocal Scoring - 3 credits**

Development of skill in scoring music for various vocal groups. Special attention is given to arranging for unbalanced vocal groups such as may be found in the public schools.

**Mus 530 Advanced Instrumental Scoring - 3 credits**

Arranging for various families and choirs of instruments, culminating in an arrangement of a suitable organ or piano composition for a concert group. Prerequisite: An undergraduate course in orchestration.

**Mus 531 Pedagogy of Music Theory - 2 credits**

A study of the techniques and materials used in teaching the various skills included in courses in music theory. Special emphasis will be placed on theory instruction in the public schools.

## **Music Education**

### **Mus 540 History and Philosophy of Music Education - 3 credits**

The history of music education from the time of the ancient Greeks to the present. Special emphasis on the history of music education in the United States.

### **Mus 541 Instrumental Repair - 1 credit**

Demonstrations and laboratory experiences to prepare students to take care of instrument repair problems encountered in school bands or orchestras.

### **Mus 542 Comparative Music Education - 2 credits**

A course designed to give music specialists, classroom teachers and administrators a comprehensive view of the contemporary approach to music education in the public schools of the United States in comparison with approaches in foreign countries.

### **Mus 543 Recent Trends in Music Education: Elementary and Middle Schools - 2 credits**

New concepts in classroom music teaching in the elementary and middle schools. Emphasis upon the contributions of contemporary composers and ethnomusicologists, the Orff approach and Kodaly method.

### **Mus 544 General Music Classes in Secondary Schools - 2 credits**

A chronology of musical concepts, knowledge and skills developed through projects correlated with the total curriculum. An activities approach using singing, reading, writing, creating, moving, playing, listening and scientific fact-finding.

### **Mus 545 Seminar in Music Education - 2 credits**

Identification and formulation of the principles, philosophies and objectives of music education.

### **Mus 546 Administration and Supervision of Public School Music - 3 credits**

The role of the music educator in positions of administration and supervision. An analysis of administrative functions including the definition of purpose, planning, organizing, directing, evaluating and improving school music programs.

### **Mus 547 Orff Schulwerk - 2 credits**

An approach to the teaching of music to children designed by composer Carl Orff.

### **Mus 548 Psychology of Music - 3 credits**

A study of the question, "What makes music?" The physical and psychological effects of music. Prerequisites: An undergraduate psychology course and knowledge of music methods. Teaching experience in the field of music education is a valuable asset.

**Mus 549 Marching Band Techniques and Materials - 2 credits**

A detailed study of the marching band including organization, music, materials, care of instruments and uniforms, marching essentials, and contemporary techniques.

**Mus 550 Advanced Choral Conducting - 2 credits**

A course providing students who show particular aptitude in conducting with further opportunities in the field.

**Mus 551 Advanced Instrumental Conducting - 2 credits**

Study and analysis of all phases of baton technique and score reading.

**Mus 552 Music in the Open Classroom, K-9 - 1 credit**

A study of the open school as it applied to music education.

**Mus 553 Music for Early Childhood - 1 credit**

An exploration and study of the way music can contribute to the education of the preschool child.

**Pedagogy**

**Mus 570 Diction for Singers - 3 credits**

A course using the International Phonetic Alphabet to present a systematic approach to pronunciation in solo and choral literature in English, Italian, Latin, German and French.

**Mus 571 Vocal Pedagogy - 2 credits**

**Mus 572 Piano Pedagogy - 2 credits**

**Mus 574 String Pedagogy - 2 credits**

**Mus 575 Woodwind Pedagogy - 2 credits**

**Mus 576 Brass Pedagogy - 2 credits**

**Mus 577 Percussion Pedagogy - 2 credits**

The techniques, teaching problems, teaching materials and literature related to a given applied music area.

**Mus 578 Music Theatre Production - 3 credits**

A course providing the non-professional stage director a working knowledge of the skills needed to stage and direct a musical production.

**Music Criticism, Creative Projects, Recital and Thesis**

**Mus 565 Music Criticism - 2 credits**

Principles involved in forming and expressing judgements about musical

works and performances. Channeling of listening experiences; analysis of past and present music criticism; review of books and articles on music; coverage of concerts; class discussion of student reviews.

**Mus 566 Creative Project - 2 credits**

The student writes a music composition in lieu of a thesis or research project. (See Research Options)

**Mus 567 Creative Project - 2 credits**

Students doing musical transcriptions in lieu of writing theses or research project reports register for this course. (See Research Options.)

**Mus 598 Recital - 2 credits**

Students performing recitals in lieu of writing theses or research project reports register for this course. The formal recital given in the major performing medium represents the culmination of study in the applied area. (See Research Options.)

**Mus 596 - Directed Studies - 2 credits**

**Mus 598 Research Project - 3 credits**

**Mus 599 Thesis - 6 credits**

**Applied Music**

**APMU 500-501; 502-503 - Secondary Courses**

A student who does not meet the standards for graduate proficiency in his or her major applied music area must elect appropriate course work at the undergraduate level until such proficiency is achieved.

Private or class study in voice, keyboard, strings, woodwind, brass, percussion or conducting is available. Such study is designed to meet the professional needs of the students. Consent of the instructor is required.

**Private Instruction**

		Credits
APMU 504	Voice	1
APMU 505	Voice	2
APMU 506	Piano	1
APMU 507	Piano	2
APMU 508	Harpsichord	1
APMU 509	Harpsichord	2
APMU 510	Organ	1
APMU 511	Organ	2
APMU 512	Flute	1
APMU 513	Flute	2
APMU 514	Oboe	1

APMU 515	Oboe	2
APMU 516	Clarinet	1
APMU 517	Clarinet	2
APMU 518	Bassoon	1
APMU 519	Bassoon	2
APMU 520	Saxophone	1
APMU 521	Saxophone	2
APMU 522	Trumpet	1
APMU 523	Trumpet	2
APMU 524	Horn	1
APMU 525	Horn	2
APMU 526	Trombone	1
APMU 527	Trombone	2
APMU 528	Euphonium	1
APMU 529	Euphonium	2
APMU 530	Tuba	1
APMU 531	Tuba	2
APMU 532	Violin	1
APMU 533	Violin	2
APMU 534	Viola	1
APMU 535	Viola	2
APMU 536	Cello	1
APMU 537	Cello	2
APMU 538	Bass	1
APMU 539	Bass	2
APMU 540	Percussion	1
APMU 541	Percussion	2

### **Ensembles**

ENMU 550	Band I
ENMU 551	Band II
ENMU 552	Orchestra I
ENMU 553	Chorus I
ENMU 554	Chorus II
ENMU 556	Percussion Ensemble
ENMU 557	Opera Workshop
ENMU 558	Woodwind Ensemble
ENMU 559	Brass Ensemble
ENMU 560	Vocal Ensemble
ENMU 561	Jazz Band
ENMU 562	String Ensemble
ENMU 563	Collegium Musicum

Participation in these college organizations is open to qualified graduate students. Ensemble participation is recorded on the student's transcript, but no semester hours of credit are given.

## **PSYCHOLOGY**

### **MASTER OF ARTS IN COMMUNITY PSYCHOLOGY**

The Department of Psychology offers the Master of Arts degree in community psychology. The program offers the qualified student a terminal, applied program in community mental health. Special emphasis is placed upon rural mental health needs. The curriculum includes training in psychological assessment methods, behavior change methods and other areas of community psychology and mental health. The department maintains a booklet which describes current program requirements in detail. All applicants and students are expected to familiarize themselves with the contents of the booklet. Further information and application forms may be obtained from the psychology graduate coordinator, Department of Psychology.

#### **Admission**

Students are admitted to on-campus psychology graduate courses only if they have been accepted for graduate study by the Departmental Graduate Committee or have received prior approval of the instructors. Formal admissions are made only for the fall semester. The applicant should submit all required credentials and application forms to the department no later than April 15.

The applicant must submit both verbal and quantitative GRE scores. Applications from students who were not undergraduate psychology majors will be considered, but all applicants should have completed undergraduate courses in general psychology and statistics. Additional courses in psychological methods, learning, personality theory, developmental psychology and abnormal psychology are recommended.

#### **Curriculum**

A minimum of 43 credits of graduate study is required for the degree. This normally is accomplished during two academic years. Part-time students are expected to complete all degree requirements within four calendar years from the date they enter their first graduate psychology courses. Students who lack sufficient undergraduate preparation in psychology may be required to take additional course work beyond minimum requirements.

The following courses are required of all students:

		Credits
Psy 502	Personality and Behavior Pathology	3
Psy 504	Experimental Design and Statistical Analysis	3

		Credits
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Psy 531	Individual Cognitive and Social Assessment	3
Psy 532	Assessment of Personality and Human Interactions	3
Psy 522	Community Evaluation	3

		Credits
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Psy 540	Individual Methods of Behavior Change	3
Psy 541	Group Methods of Behavior Change	3
Psy 542	Methods of Community Prevention	3

Other courses may be required. The student selects electives in conjunction with his or her adviser.

### **Internship**

The student is required to complete a minimum of a full semester internship. An intern normally works under the supervision of a qualified psychologist in a rural community mental health center. The internship, which receives six semester hours credit, is typically undertaken after the completion of one full year of graduate course work on campus. Following the internship, the student returns to campus for the remainder of his or her course work.

### **Examinations**

The student must pass three examinations: the qualifying examination, the clinical competency examination, and the comprehensive examination. The qualifying examination covers four basic areas of psychology and must be taken before completion of 15 graduate credits. The comprehensive and clinical competency examinations are administered during the student's last semester and must be passed before the student can be recommended for the degree. The student is also evaluated on the basis of professional ethical standards of psychologists.

## **MASTER OF ARTS IN HUMAN EXPERIMENTAL PSYCHOLOGY**

The department is authorized to offer a 33-credit program leading to the M.A. degree in Human Experimental Psychology. Courses are chosen on the basis of the student's individual needs, in close conjunction with a faculty adviser. A thesis is also required. The program is not currently active and is not expected to accept students in the immediate future.

## COURSE DESCRIPTIONS

### **Psy 500 Advanced Experimental Psychology - 3 credits**

A modular course, each module providing an intensive survey of a major area of psychological investigation. The modules (Methods and Systems of Psychology, Learning and Perception, and Experimental Personality) comprise a comprehensive review of contemporary experimental psychology. The student is required to take only those modules for which academic records and interviews with advisers suggest deficiencies.

### **Psy 501 Social Psychology - 3 credits**

The social psychological perspective from the point of view of the individual. The process of socialization, identity, attitude formation, and change, person perception and interaction. The social psychological aspects of social structure and personality, group processes, collective behavior and psychological theories of society and deviance.

### **Psy 502 Personality and Behavior Pathology - 3 credits**

A contemporary overview of personality and behavior pathology. The history of abnormal psychology, clinical syndromes, contrasting conceptual models of disordered behavior, and applications in schools, courts and community settings. Emphasis is placed upon the special problems of referral, diagnosis and treatment in rural areas.

### **Psy 503 Human Development - 3 credits**

Concentration on the interplay of biological, human and non-human environmental variables that shape and direct the process of behavioral development in human infancy, and the relationship between affective and cognitive development.

### **Psy 504 Experimental Design and Statistical Analysis - 3 credits**

Advanced behavioral research methodology with emphasis on designing experiments which permit the most efficient statistical analysis. Topics include factorial designs, multiple comparisons, correlational techniques and non-parametric methods. Prerequisite: a course in descriptive and inferential statistics.

### **Psy 505 Physiological Psychology - 3 credits**

The development of the human nervous system, human neuro-anatomy and neurophysiology. The student researches and presents information on sensory, motor, attentional and motivational systems.

**Psy 507 Community Mental Health - 3 credits**

Modern community mental health concepts. Particular attention is given to mandated federal and state programs, and the interventionist approach in community mental health. Designed primarily for educators and members of allied health professions.

**Psy 508 Abnormal Psychology - 3 credits**

Abnormal psychology and those aspects of human behavior which are also described under other contemporary headings such as social deviancy or psychopathology. Designed primarily for educators and members of allied health professions.

**Psy 511 Human Learning - 3 credits**

Fundamental principles of human learning and memory, with the focus on simple learning (conditioning); discriminative learning; verbal learning and memory processes; specific and non-specific transfer; attentional processes; perceptual learning; concept formation; problem solving; thinking; language acquisition; and motor skills learning.

**Psy 512 Human Information Processing - 3 credits**

Visual perception from an information analysis approach: perception as sensory organization and psychophysical measurement. Perception as information processing: basic assumptions, figural synthesis, selection in perception, recognition and identification. Perception as spatial organization: perception of space and its development, and perception of motion and movement.

**Psy 513 Comparative Psychology - 3 credits**

The influence of evolutionary processes on behavior within the framework provided by various models of comparative psychology, basic methodology applied to the study of animal behavior, and selected readings which illustrate techniques of observation applicable to research.

**Psy 514 Research Seminar in Community Psychology - 3 credits**

Students will discuss their own thesis research and current research by other scholars as well as applications in community psychology.

**Psy 520 Special Seminar in Applied Gerontology - 3 credits**

Problems of the aged, ways in which the aged are similar to or different from other populations, and appropriate methods of coping with their problems — both at a community and individual level.

**Psy 531 Individual Cognitive and Social Assessment - 3 credits**

Psychological assessment using both traditional and contemporary interviewing techniques and intelligence testing in rural communities.

**Psy 532 Assessment of Personality and Human Interaction - 3 credits**

A continuation of Psy 531, which is prerequisite. Advanced interviewing techniques based upon various theoretical points of view. Traditional individual projective techniques and paper-and-pencil personality scales

are included. Contemporary measures of community-oriented interpersonal skills.

**Psy 533 Community Evaluation - 3 credits**

Basic concepts of evaluative research and its applications in community mental health settings. Special attention is given to evaluation in rural areas. Enrollment is by permission of the Psychology Department chairperson or the psychology graduate coordinator.

**Psy 540 Individual Methods of Behavior Change - 3 credits**

Problem-oriented methods of individual behavior change including brief forms of psychotherapy, behavior modification and crisis intervention are considered in light of their application in modern community mental health programs. The course prepares the student for application of these methods during an internship.

**Psy 541 Group Methods of Behavior Change - 3 credits**

Small group process and models of group psychotherapy and sensitivity training are considered in light of their application in modern community mental health programs. Emphasis is placed on the students' development of applied group skills.

**Psy 542 Methods of Community Prevention - 3 credits**

Modern community mental health services considered with special attention to the problems of rural areas. Preventive programming and consultation strategies are examined in depth. Emphasis is upon application of these methods.

**Psy 550 Thesis Research - 6 credits**

**Psy 555 Professional Psychology Seminar - 1 credit**

A course designed to help students working toward the M.A. degree integrate thinking about major areas related to community psychology and rural mental health. Assigned presentations and discussion are required of all students. Each student must complete three semesters of this seminar prior to being recommended for the degree. Enrollment is by permission of the Chairperson of the Psychology Graduate Coordinator.

**Psy 555 The Rural Community - 3 credits**

The psychological and social structures of rural communities. Special emphasis is placed on the mental health and other human services which function in the rural community. Field visits are required.

**Psy 560 Community Internships - 3-6 credits**

A minimum of 600 hours of supervised psychological experience in an approved facility offering community mental health services to the public. Facilities which serve rural areas will be given priority. The internship will normally be completed during one academic semester.

## **READING SPECIALIST CERTIFICATION PROGRAM**

A total of 21 credits of graduate work in the field of reading is required for completion of the program. The student may apply this work toward meeting requirements for the Master of Education degree in elementary education, the Master of Science degree in education, or the Master of Education degree in English.

### **Recommended Sequence**

The student seeking certification as a reading specialist will normally follow this sequence of courses.

- EdEI 523 Foundations of Reading Instruction
- EdEI 524 Diagnosis of Reading Difficulties
- EdEI 528 Developmental and Remedial Reading in the Middle and Secondary Schools
- EdEI 529 Remediation of Reading Difficulties
- EdEI 530 Reading Clinic Practicum (Elementary)
- EdEI 531 (Middle School/Secondary)

### **Electives**

When the student enrolls in the certification program, the graduate faculty in reading will review the student's work experiences and courses completed prior to that time. Alternate experiences or courses such as those listed below may be permitted for one or more of the required courses in the sequence.

- EdEI 503 Communication Skills Workshop
- EdEI 527 Teaching Reading to Exceptional Children
- SpEd 501 Psychology of Exceptional Children
- SpEd 503 Psycho-Educational Diagnostics
- SpEd 590 Learning Disabilities

### **Transfer Credit**

The directors of the program will review graduate reading courses offered by other Pennsylvania state colleges and universities to determine compatibility with Mansfield State College course offerings. It may be possible for a student to transfer a maximum of six semester hours to the program. Recommendations for alternate courses or experiences should be made to the Chairperson of the Department of Elementary Education and to the Dean of the School of Education, who is the certifying officer of the college.

## **COURSE DESCRIPTIONS**

### **EdEI 523 Fundamentals of Reading Instruction - 3 credits**

An investigation and evaluation of various beginning methods of reading instruction with emphasis on preventive measures for the elimination of reading difficulties in elementary classrooms.

### **EdEI 524 Diagnosis of Reading Difficulties - 3 credits**

Causes of disability in the reading process; techniques and evaluative materials for diagnosing reading disabilities; development of clinical case studies and reports.

### **EdEI 527 Teaching Reading to Exceptional Children - 3 credits**

Physical, social and educational needs of exceptional children. Special emphasis on diagnostic and pedagogical approaches necessary to teach the child to read.

### **EdEI 528 Developmental and Remedial Reading in the Middle and Secondary School - 3 credits**

Reading methods and materials, and diagnosis and correction of reading disabilities and behaviors for reading in content material as it applies to the middle school and secondary school.

### **EdEI 529 Remediation of Reading Difficulties - 3 credits**

Remedial and corrective techniques for both the classroom and clinic. Emphasis on specialized techniques and materials suitable for correcting reading disabilities.

### **EdEI 530 Reading and Study Practicum (Elementary) - 3 credits**

### **EdEI 531 Reading and Study Practicum (Middle and Secondary School Students) - 3 credits**

Culmination of the previous reading courses taken by the specialist candidate. Children in the elementary, middle and secondary grades are recommended to the clinic by their teachers and/or their parents. A complete battery of standardized tests and informal assessment instruments are administered to determine strengths and weaknesses in the children's reading. Parental, teacher (if available) and student interviews are conducted. The student clinician develops a remediation program for a child. The child is then placed on a remediation program under the guidance of the student clinician. The clinic director supervises the daily instruction of the children through daily staff meetings. Post-testing is conducted and case studies are prepared for the clinic and the schools.

## **SECONDARY EDUCATION**

The Department of Secondary Education provides an important service to the Master of Education programs by offering course work in appropriate areas of study. Students interested in Master of Education programs in English, history or mathematics should pursue the following program of instruction.

**33 Credit hours of graduate instruction**

21 hours in the academic discipline.

12 hours in teacher education. One course from each of these areas: Educational Foundations, Measurement and Evaluation and Teaching/Curriculum. One additional education course upon advisement.

### **Foundations of Education**

Ed 531 Social Foundations of Education

Ed 532 Historical Foundations of Education

Ed 533 Philosophical Foundations of Education

Ed 550 Comparative Education

### **Measurements and Education**

Ed 500 Methods and Materials of Research

Ed 545 Analysis and Evaluation of Pupil Growth

### **Teaching/Curriculum**

Ed 540 School Law

Ed 547 Philosophy and Principles of Guidance

Ed 548 Workshops in Newer Media

Ed 590 Introduction to Educational Administration

Ed 593 Supervision of Student Teaching

EdEI 528 Teaching Reading in Content Area - Developmental and Remedial Reading in Middle and Secondary Schools

## **COURSE DESCRIPTIONS**

### **Ed 500 Methods and Materials of Research - 3 credits**

An introduction to research and its practical application to professional problems with attention given to types of educational research, techniques of gathering data, organization and evaluation of data on a scientific basis, and development of reliable conclusions.

### **Ed 524 Learning and Recreation with Handicapped Children (Summer Workshop) - 6 credits**

A workshop practicum, particularly for those interested in general education, designed to provide background and experience in working with handicapped children. The student works in a classroom on campus for several days, then spends the remainder of the course at Camp Daddy Allen, a Pennsylvania Easter Seal Society Camp, living, working and playing 24 hours a day with handicapped children.

### **Ed 531 Social Foundations of Education - 3 credits**

The development of new perspectives on contemporary educational issues through examination of the school as a social institution, study of the impact of world changes, and examination of the values to be sought through education in an emerging world community.

### **Ed 532 Historical Foundations of Education - 3 credits**

The historical development of American education. European influences on the philosophies and practices of American schools. Emphasis is placed on the development of education in America as influenced by various individuals and schools of thought. Historical trends are related to current problems and practices in education.

### **Ed 533 Philosophical Foundations of Education - 3 credits**

Principles upon which to base instruction, recent developments in scientific methodology; theories of curriculum and school organization. Stress is placed upon the essential phases involved in building an individual working philosophy of education.

### **Ed 540 School Law - 3 credits**

Laws relating to American public schools (both elementary and secondary). Non-public schools are considered only to the degree they are affected by general statutes. The course is designed for persons concerned with the implications of school law; the approach is such that an interested layman can readily grasp the concepts.

### **Ed 541 Selected Topics in Education - 1-6 credits**

A modularized course for the study of selected topics which may be developed to meet the needs of individual school districts.

**Ed 545 Analysis and Evaluation of Pupil Growth - 3 credits**

Current trends in the development of evaluative instruments in education. Special emphasis is placed upon the development of teacher-made tests based on behavioral objectives.

**Ed 547 Philosophy and Principles of Guidance - 3 credits**

A survey course designed to give the beginning graduate student an overview of guidance in today's elementary and secondary schools.

**Ed 548 Workshops in Newer Media - 1-3 credits**

A modularized approach developing competencies in the application of instructional technology for the classroom. People involved in learning management will be able to identify instructional problems involving visual and/or audio materials and then design and produce cost-effective solutions. 8 mm film production; multi-media production; graphics production; instructional T. V. production.

**Ed 549 An Introduction to Public Relations in Education - 3 credits**

A survey of the philosophy and functions of public relations practices and programs in America with special attention to the public schools.

**Ed 550 Comparative Education - 3 credits**

The similarities and differences prevailing within a particular society or culture. Identification and diagnosis of educational problems, ideals and presuppositions in given societies; interpreting by cross-reference to similar patterns in other societies.

**Ed 551 Instructional Procedures that Facilitate Learning - 3 credits**

Investigation of, development of, and experimentation on classroom strategies. The student identifies a teaching strategy he or she has not previously used and writes a proposal which includes the development of the strategy and accompanying material. The student then tests the strategy.

**Ed 552 Human Awareness and Interaction in the Classroom - 3 credits**

A class designed to make classroom teachers more aware of themselves as persons and more sensitive to their roles as group leaders who promote learning in a variety of group situations.

**Ed 590 Introduction to Educational Administration - 3 credits**

A survey course designed to give the beginning graduate student an overview of educational administration.

**Ed 593 Supervision of Student Teaching - 3 credits**

A course addressed to those who are associated with the supervision of student teachers: cooperating teachers, college administrators, college supervisors, secondary and elementary administrators, and directors of laboratory experiences.

**Ed 598 Research Project - 3 credits**

**Ed 599 Thesis - 6 credits**

## **SOCIAL RESTORATION (State Certification)**

The objectives of the social restoration certification program\* are:

1. to prepare educational specialists for work with alienated children and youths, with apprehended students legally detained at juvenile detention centers, and with adjudicated youths placed in long-term correctional institutions.
2. to prepare educational specialists to work cooperatively with staffs of educational, correctional, social and community agencies in developing plans for preventing anti-social, delinquent and offender behavior; and to assist authorities in mainstreaming individuals into positive learning situations.

Completion of the Program - The student completes 21 credits of course work and 3 - 6 credits in field experience work.

### **Required Courses - 9 credits**

EdEl 529 Remediation of Reading Difficulties  
CJA 501 Criminal Justice and Social Restoration  
SpEd 535 Problems of Educationally Disadvantaged

### **Elective Courses - 9 credits**

Ed 531 Social Foundations of Education  
Ed 533 Philosophical Foundations of Education  
Ed 540 School Law  
Psy 508 Abnormal Psychology  
Ed 545 Analysis and Evaluation of Pupil Growth  
SpEd 590 Learning Disabilities  
Psy 507 Community Mental Health  
Soc 530 Deviance: Delinquency and Crime  
Soc 550 Social Work Techniques

### **Field Experience - 3-6 credits**

SpEd 570 Clinical Practicum

\*The M.S. in exceptional persons is an additional option for the person pursuing certification in social restoration.

## COURSE DESCRIPTIONS

### **CJA 501 Criminal Justice and Social Restoration - 3 credits**

An overview of the criminal justice system; the police, the courts, adult corrections and juvenile justice.

### **Soc 530 Deviance: Delinquency and Crime - 3 credits**

Community and social bases of juvenile delinquency and crime. An introduction to sociological theories of deviance and new perspectives in criminology.

### **Soc 550 Social Work Techniques - 3 credits**

The methods of social work intervention as utilized in social case work and social activities in a variety of social service settings. Social work techniques commonly used in social case work and group work are identified and compared in order to show points of convergence and divergence in their approaches to the solution of social problems.

### **Ed 594 Seminar/Social Restoration - 2 credits**

A seminar designed to provide both a theoretical and a practical basis for understanding social restoration.

### **SpEd 570 Clinical Practicum - 3-6 credits**

A full-time practicum in human services centers.

## **SOCIAL STUDIES (M. ED.)**

The M. Ed. program in social studies meets various needs of social studies teachers and allied teachers. It provides opportunities for the additional study required of teachers for certification. It also provides opportunities to strengthen competencies in the varied activities in which social studies teachers are involved. Such activities include development of teaching skills, curriculum construction, supervision of instruction, research and improvement of instruction. The program seeks to provide a more sophisticated understanding of the learning process and of the skills, content and techniques of the various social sciences.

### **Basic Requirement**

**ID 577. Recent Trends, Techniques and Materials in the Social Studies**  
3 credits

### **Social Studies Area (18 credits)**

The candidate must complete courses or interdisciplinary courses in at least four of the following social studies areas:

Anthropology	3 credits	Political Science	3 credits
Economics	3 credits	Psychology	3 credits
Geography	3 credits	Sociology	3 credits
History	3 credits		

### **Social Studies Courses:**

ScSt 505	Studies in Contemporary Economic Problems
ScSt 520	Geographical Perspectives on Environmental Problems
ScSt 530	Geographical Perspectives on Urban Areas
ScSt 510	Geographical Perspectives of World Cultures
ScSt 525	American Civilization
ScSt 526	World Cultures
ScSt 513	The Political Systems of Communism
ScSt 523	Constitutional Rights and Liberties
Psy 507	Community Mental Health
Psy 508	Abnormal Psychology
ScSt 521	Studies in Contemporary Social Problems

### **Education Electives**

Of the 12 credits of educational electives, at least one course must be completed in each of the following three areas: Foundations of Education,

Measurements and Education, and Teaching/Curriculum. With advisement, the student may select remaining courses from any of the three areas or from other appropriate graduate courses offered by the Elementary, Secondary or Special Education Departments.

#### **Foundations of Education**

- Ed 531 Social Foundations of Education
- Ed 532 Historical Foundations of Education
- Ed 533 Philosophical Foundations of Education
- Ed 550 Comparative Education

#### **Measurements and Education**

- Ed 500 Methods and Materials of Research
- Ed 545 Analysis and Evaluation of Pupil Growth

#### **Teaching/Curriculum**

- Ed 593 Supervision of Student Teaching
- Ed 540 School Law
- EdEI 528 Developmental and Remedial Reading in the Middle and Secondary School
- Ed 548 Workshops in Newer Media
- Ed 554 Curriculum: Principles and Contemporary Thought

#### **Candidacy**

Prior to applying for admission to degree candidacy, the applicant shall have on file in the Graduate Division Office the score for the Miller Analogies Test (MAT). The student should score at the 50th percentile, with one standard error of measurement, on the MAT. Any student who scores between the 25th and 50th percentile is requested to have an entrance interview with members of the graduate faculty of the Department of Secondary Education and representatives of the M.Ed. Social Studies Council. At the time an individual is interviewed by the committee, the following information will be reviewed:

1. the student's undergraduate program of studies.
2. the student's undergraduate grade point average.
3. the student's teaching experiences.
4. the student's score on the Miller Analogies Test, Graduate Record Examination, National Teacher Examination or other standardized test.
5. the student's work in graduate level courses.
6. the student's interests in graduate studies.

In addition to the applicant's record in graduate courses taken at Mansfield State College and the scores on the Miller Analogies Test, the applicant's overall undergraduate record and area of specialization will be examined. Each applicant must submit evidence of at least thirteen credits of undergraduate professional education. Such evidence should include an educational field experience (Peace Corps, student teaching, internships, etc.) Applicants failing to meet this prerequisite will be required to take

additional course work and/or field experience prior to acceptance as degree candidates.

### **Oral Examination**

Each degree candidate must satisfactorily complete an oral examination. The examining committee shall consist of five professors: the candidate's appointed advisers and three additional graduate professors selected by the two advisers from a list supplied by the student. The secondary education adviser will serve as chairman of the examination committee. The request for the oral examination should be initiated by the candidate at least six weeks prior to the end of his or her final semester or term. The oral examination must be satisfactorily completed and the results certified in writing by the examining committee at least two weeks prior to the end of the term. The examination questions should reflect the student's course work and include an opportunity for the candidate to demonstrate academic and professional area competencies to the extent possible in an oral examination.

## COURSE DESCRIPTIONS

### **ID 577 Recent Trends, Techniques and Materials in the Social Studies - 3 credits**

The course is designed to involve each class member as a participant in developing teaching skills, strategies and materials for personal use in his or her individual classroom or other area of educational responsibility.

### **Psy 507 Community Mental Health - 3 credits**

Modern community mental health concepts. Particular attention is given to mandated federal and state programs. The interventionist approach to community mental health is considered in detail. The course is designed primarily for educators and members of allied health professions.

### **Psy 508 Abnormal Psychology - 3 credits**

Abnormal psychology is the study of those aspects of human behavior which are also categorized under headings such as social deviance or psycho-pathology. This course is designed primarily for educators and members of allied health professions.

### **ScSt 505 Studies in Contemporary Economics Problems - 3 credits**

Crucial economic problems such as inflation, unemployment, poverty and under-developed economics. Consideration is given to fiscal and monetary policy issues, taxation and federal government debt. Students help select several problems to be studied.

### **ScSt 510 Geographic Perspectives of World Cultures - 3 credits**

The application of geographic theory and methodology, especially diffusion and spatial interaction, to man's cultural components. A topical emphasis is on the perception of place, economic and settlement decisions, and technology.

### **ScSt 513 The Political Systems of Communism - 3 credits**

A comparative analysis of Communist party-states as variants of a single type. The structures, philosophy, history and policies of Communism.

### **ScSt 520 Geographical Perspectives on Environmental Problems - 3 credits**

We human being inhabit two worlds: the natural world which preceded us by billions of years and the cultural world which we have created. This

course focuses on the problems of our interrelationship and interdependence with the natural world which affect the quality and future of human life.

**ScSt 521 Studies in Contemporary Social Problems - 3 credits**

An analysis of current societal issues/problems in terms of selected sociological approaches — particularly labelling, conflict and functional theories.

**ScSt 523 Constitutional Rights and Liberties - 3 credits**

An in-depth examination of the role of the Supreme Court in the policy-making process with respect to such fundamental concepts as freedom, justice and equality. Special attention is given to free expression and association, due process, and equal protection.

**ScSt 525 American Civilization - 3 credits**

A topical framework is used to assist teachers in their specific areas as well as in keeping abreast of the changing contemporary scene. Topics relate to the historical development of the United States, e.g., minority contributions, leisure interests, technological developments, scientific advances and intellectual achievements.

**ScSt 526 World Cultures - 3 credits**

A topical framework is used to assist teachers in their specific areas as well as in keeping abreast of the changing contemporary scene. Specific cultures are studied with emphasis upon the cultural, intellectual, social and political conditions which shaped the various world civilizations and their relationships to our current institutions.

**ScSt 530 Geographical Perspectives on Urban Areas - 3 credits**

This course focuses on a selected group of the many problems facing North American urban areas. Primary emphasis will focus on urban changes since World War II.

## **SPECIAL EDUCATION**

### **MASTER OF EDUCATION DEGREE (M.ED.)**

The candidate for the Master of Education degree with a major in special education is expected to be or to plan to become a professional special educator with advanced specialization. The major program emphasis is on education of mentally and physically handicapped children, with related course concentrations in learning disabilities, mental retardation, communication disorders, early childhood education, and mentally gifted, disadvantaged and emotionally disturbed children.

The program is competency-based and reflects the cross-categorical trend in special education. It has a diagnostic/prescriptive teaching base and is designed to develop generic teaching competencies for working with mentally and physically handicapped children in various educational settings. Graduates are prepared for such positions as:

1. Diagnostic and prescriptive teachers
2. Resource room and itinerant specialists
3. Supervisors and curriculum coordinators for special education programs
4. Educational consultants for exceptional children

The program is approved to offer teacher certification in education of mentally/physically handicapped children. Also offered are special projects on in-service and continuing education and mainstreaming exceptional children in regular classes.

#### **Curriculum Requirements**

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program will be completed according to the following divisions:

##### **1. Foundations of Education:**

Research, Social Foundations, Child Development, Learning Theories - 6-9 credits

##### **2. Specialization - Special Education:**

Mentally and Physically Handicapped, Mental Retardation, Learning Disabilities, Communication Disorders, Mentally Gifted,

Disadvantaged, Emotionally Disturbed, Early Childhood Education for the Handicapped - 18-24 credits

3. Allied Electives:

Elementary and Secondary Education, Reading, Psychology, Criminal Justice and related areas - 6-9 credits

## **MASTER OF SCIENCE DEGREE (M.S.) - SPECIAL EDUCATION/EXCEPTIONAL PERSONS**

This program permits those with non-teaching/certification backgrounds in related professions (e.g. MH/MR personnel, group home specialists, occupational or physical therapists, recreation personnel, social restoration workers, institutional specialists, and social workers) to obtain Master's degree specialization in special education/exceptional persons. Those with the degree are eligible for many civil service classifications and related occupations serving the handicapped. Interested applicants should see the department chairman to arrange a program plan geared to their needs.

### **Field Experience**

The program provides opportunity for the application of specialized competencies in a clinical practicum internship required of each student. Internships are available in such special education settings as the following:

Coudersport Reading Program  
Elmira Psychiatric Center  
Northern Tier Learning and Diagnostic Center  
Intermediate Unit 17 Special Education Program  
Mental Health and Mental Retardation  
Mansfield Early Childhood Education Center

### **Curriculum Requirements**

A minimum of 30 credits of graduate work in the thesis program or 33 credits of graduate work in the non-thesis program is required in accordance with the following competency divisions:

1. Foundations:

Research, Social Foundations, Child Development, Psychology, Related Areas - 6-9 credits

2. Specialization:

Exceptional Persons, Problems and Issues, Clinical Practicum, Psychology - 18-24 credits (15-24 for S.R. majors)

3. Specialization-Related Areas:

Communication Disorders, Mentally Gifted, Disadvantaged, Emotionally Disturbed, Mentally/Physically Handicapped, Social Restoration - 3-6 credits

Note: Social restoration majors see also 2 above and the department chairman for MS/SR program plan.

4. Allied Electives:

Psychology, Education, Home Economics and Related Areas -  
3-6 credits

**Candidacy**

- A. The applicant must have special education certification or remove undergraduate deficiencies to apply for a certificate upon completion of M. Ed. program.
- B. The applicant must demonstrate outstanding graduate work, i.e. an overall graduate GPA of 3.0 and recommendations from graduate faculty.
- C. The following guidelines shall apply to Miller Analogy Test (MAT) scores:
  1. The applicant must present an MAT score within the first 15 credits of graduate study taken in courses offered by Mansfield State College (a maximum of these 15 may be taken in Continuing Education courses) or during a five-year period immediately prior to that time; otherwise courses taken after the first 15 credits will not count toward the M.Ed. If this 15-credit principle is violated, courses taken will not be repeated but an equal number of credits will be required in consultation with the student's adviser and/or department chairperson.
  2. The applicant must score at least at the 45th percentile with one standard error of measurement. Those who score below the required level will be required to have an interview with members of the graduate faculty of the department.
  3. The applicant may take the test twice, if necessary.
- D. The effective date of these candidacy requirements is June 1, 1977, and applies only to students who enter the program on or after this date.

M.S. Note: Item A does not apply to candidates for the M.S. degree option. Special education teacher certification is not required for the M.S. degree.

## COURSE DESCRIPTIONS

### **SpEd 501 Psychology of Exceptional Children - 3 credits**

Personality and emotional, social and learning characteristics of children exceptional in physical development, intelligence, behavior, speech or hearing. Emphasis on research findings; psychological problems of these children; attitudes; mental tests and diagnosis; methods to facilitate adjustment; counseling and guidance; educational implications. Observation of exceptional children.

### **SpEd 502 Administration and Supervision of Special Education - 3 credits**

Organization, administration and supervision of special education programs. Finance and attendance; physical facilities; budget; needed equipment; community agencies; curriculum development; research.

### **\*SpEd 503 Psycho-Educational Diagnostics - 3 credits**

Principles and practices of coordinated diagnosis of the problems of exceptional children. The diagnostic implication for educational placement and planning; development and evaluation of corrective techniques and materials; case study technique.

### **SpEd 504 Guidance for Exceptional Children - 3 credits**

Principles, techniques and organization of guidance services for the physically, mentally and/or socially handicapped. Roles of aptitude, intelligence and vocational testing, counseling techniques and selective placement, including a study of physical, mental and emotional demands of suitable occupations.

### **SpEd 505 Mental Retardation - 3 credits**

Intensive review of research pertaining to etiology of mental retardation, classification systems and diagnostic problems. Study of brain injury; familial retardation; research on learning characteristics; evaluation of psychological tests; criteria distinguishing mental retardation from other problems.

### **SpEd 506 Curriculum Practices in Special Education - 3 credits**

Basic organization and planning of school programs for the classroom teacher of the mentally retarded. Curriculum development and teaching techniques. Observations in classes for the mentally retarded and other settings.

### **SpEd 507 Work-Experience Programs in Special Education - 3 credits**

Basic knowledge, skills and attitudes necessary for planning, implementing and coordinating work-experience programs for the exceptional in secondary schools.

### **SpEd 508 Education of Severely Retarded - 3 credits**

Organization of special educational programs for low-functioning retarded. Diagnosis and classification, development of teaching materials and techniques; community organizations and parent education; sheltered workshops; trends, problems and issues.

**SpEd 509 Early Childhood Special Education - 3 credits**

Critical study and analysis of early childhood education for the preschool handicapped child. Identification and developmental processes; model programs; home-based services; methods and materials; infant-toddler, pre-school and primary programs; team approach; research findings.

**SpEd 510 Seminar on Communication Disorders - 3 credits**

Advanced study of speech, hearing and language disorders. Case studies and appropriate investigative activities. Multi-disciplinary exploration and discussion of problems along with procedures and materials necessary for remediation.

**SpEd 515 Problems in Communication Disorders - 3 credits**

Intricate problems confronting public education in the area of communication disorders. Accepted practices and procedures in adapting instruction to children with communication disorders; development of new approaches to educating these children. Prerequisite: SpEd 510 and/or permission of instructor.

**SpEd 520 Seminar on the Mentally Gifted - 3 credits**

Advanced study of the nature, characteristics and educational needs of mentally gifted students. Review of research findings with implications for curriculum development, teaching procedures and instructional materials. Observation and field resource visitations.

**SpEd 521 Creativity and Education - 3 credits**

The nature of creativity in a broad range of human endeavors. Divergent thinking and its products; identifying and establishing climates or settings fostering creativity; research findings and needs; educational implications. Opportunity provided for individual creative project. Prerequisite: SpEd 520 and/or permission of instructor.

**SpEd 525 Problems in Education of Mentally Gifted - 3 credits**

Basic conditions in the educational and psychological development of gifted children. Students develop curricula with necessary vehicles of implementation and evaluation. Psychological effects of high abilities upon the total functioning of the child. Prerequisite: SpEd 520 and/or permission of instructor.

**SpEd 530 Seminar on Disadvantaged Children - 3 credits**

Socioeconomic, political and ethnic characteristics of disadvantaged children and youths. Relevant research as it relates to etiology, current corrective programs and alternate solutions to the problems of deprivation.

**SpEd 531 Education of Disadvantaged - 3 credits**

Learning characteristics of disadvantaged children and youth. Current educational intervention strategies; development of additional methods of educational intervention; current and relevant research.

**SpEd 535 Problems in Education of the Disadvantaged - 3 credits**

Educational issues of coping with problems of social, cultural and economic deprivation. Reviewing and designing research studies for resultant training and education of all disadvantaged groups. Prerequisite: SpEd 530 and/or permission of instructor.

**SpEd 540 Behavior Disorders - 3 credits**

Problems in the education of children with emotional disturbance in regular and special classes, including children whose emotional disturbances are associated with other handicaps. Adaptation of curriculum; methods of instruction; special materials; adjustment of classroom schedules and environment. Case study of an individual pupil and group discussion of report.

**SpEd 542 Seminar on Behavior Modification - 3 credits**

Behavior modification for children with behavior disorders. Behavior characteristics and re-education procedures presently used and anticipated. Behavior modification projects are conducted in practicum settings.

**SpEd 545 Problems in Education of the Emotionally Disturbed - 3 credits**

Education of children with behavior disorders. Diagnostic procedures, therapy, research and related problems in special education for emotionally disturbed children and youths. Prerequisite: SpEd 540 and/or permission of instructor.

**\*SpEd 550 Advanced Curriculum Development in Special Education - 3 credits**

Curriculum development and construction for exceptional children in terms of: (1) analysis of theoretical foundations of differential curricula; (2) developing and specifying instructional objectives as anticipated behavioral outcomes; (3) evaluating representative curricula models; and (4) application of principles of curriculum design and contemporary problems.

**SpEd 554 Law and Exceptional Persons - 1 credit**

Survey and discussion of major legal developments pertaining to identification, placement and education of exceptional children, and the implications for regular and special educators.

**SpEd 560 Problems in Special Education - 3 credits**

Particular problems in special education. The student plans, carries out and reports on approaches to problems, with consultation and guidance from the instructor.

**\*SpEd 570 Clinical Practicum - 3-6 credits**

Supervised professional field experience in a special education setting. A transition between preprofessional and full professional status for the graduate student. Prerequisite: site selection and arrangement approved by faculty adviser.

**SpEd 580-85 Special Education Workshops - 1-6 credits**

Special workshops and seminars on contemporary trends, topics and problems, usually specifically funded projects utilizing lectures, resource speakers, team teaching, new media, field experiences and practice, and related techniques.

**SpEd 590 Learning Disabilities - 3 credits**

Learning needs and problems of children with specific learning disabilities in listening, thinking, speaking, reading, writing, spelling and/or arithmetic. Discussion of definitions, etiology, diagnostic problems and research findings. Multi-disciplinary approach. Development and evaluation of remedial procedures and materials.

**SpEd 598 Research Project - 3 credits**

**SpEd 599 Thesis - 6 credits**

\* Required course in program









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